EDUCATION OF RURAL CHILDREN WITH SPECIAL ABILITIES

A Study Conducted on the West Coast of the South Island

A thesis submitted in partial fulfillment of the Master of Education degree at the University of Canterbury by

Elizabeth Winkworth

University of Canterbury

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ABSTRACT

This study set out to investigate the quality of educational provisions for Children with Special Abilities in a rural area of New Zealand.

The West Coast of the South Island is a relatively isolated area characterized by small rural communities separated by long distances. Difficulties are experienced in travel and communication with some parts of the area receiving limited radio and television reception.

Schools are predominantly small, 50% being one-two teacher schools. The area is administered by two different education boards. Staff turnover is high and teacher qualifications are lower than the national average.

A survey was carried out asking principals of West Coast schools catering for primary levels to nominate children with special abilities in their schools. Questionnaires were then sent to the parents and to the children themselves. A small group of experienced teachers was interviewed in order to gain further in-depth information on teachers' knowledge of and attitudes to children with special abilities.

It was found that children with Special Abilities were taught almost exclusively within their own schools.

There were no withdrawal programmes available, transport costs limited schools' ability to travel or to obtain resources, mentors were not used to help cater for Children with Special Abilities and the resources of the Correspondence School Individual Programming Section were used by few schools.

Teachers demonstrated a lack of confidence in their ability to identify and cater for Children with Special Abilities. Very few had received either preservice or inservice training in this area. They were further unfamiliar with the range of suggested identification procedures currently espoused by the Department of Education. Children who were identified from the survey were predominantly those demonstrating one or more areas of high achievement at school. The majority were also well-adjusted children who enjoyed school.

Data from teachers and parents showed that there was a high level of agreement that children nominated were of high ability. However, while parents were very involved in assisting in their children's schools, their contribution was at an organisational level and none had been asked to assist in programmes to cater for children with special abilities.

The difficulties experienced by West Coast teachers in catering for their Children with Special Abilities are

discussed in relation to the present 'mainstreaming' emphasis followed by the Department of Education and the paucity of resources provided. Implications for educational policy and for further research are examined.

ACKNOWLEDGEMENTS

The author wishes to acknowledge and thank staff of the West Coast schools which participated in this study. Special thanks go to those teachers who agreed to be interviewed thus exposing themselves and their teaching practice to critical scrutiny. Thanks are also due to the parents of the children nominated by schools. The responses to the questionnaires showed evidence of considerable time and thought and contributed greatly to the study.

Special acknowledgement must be made of the work of Judy Morley and Lucille Cooper who have fitted in the typing of this thesis along with their normal office workload. Lastly grateful thanks are due to Prue Densem who supervised this study in its initial stages and to Professor Warwick Elley who has provided support and encouragement during the nerve-wracking latter stages. Their kindness and patience has been much appreciated.

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INTRODUCTION

The lack of a systematic and comprehensive policy in New Zealand for catering for gifted children has been the subject of comment, learned writing and recommendation for many years. Russell (1969), in his role as Visiting Fulbright Professor undertook to study the national scene relative to the education of the gifted, following which he recommended that "the Department of Education determine and state a national policy relative to gifted children...." (p 55).

In 1972 McAlpine and McGrath wrote "At the present time, there is little concerted effort either to identify or to provide suitable programmes for the gifted...." (p 153).

Reid (1980), in his commentary on the theme "Developing Special Abilities and Interests" at the 1st National Conference on Exceptional Children stated "....meeting the needs of the gifted still depends largely on a handful of enthusiastic, dedicated teachers and advisors and over-worked Psychological Service personnel."

That the problem continued is implicit in the first proposal for consideration and action by the Department of Education from the Conference on "The Education of Children with Special Abilities" (Gifted and Talented) Policy and Provisions held at the Lopdell Centre in September 1985:

"A statement of department position, policy and recommended

practical provisions for the education of children with special abilities (be placed) by the Director-General of Education, in the Gazette".

To date, such a statement has not appeared.

BACKGROUND TO THE STUDY

The education of Children with Special Abilities[1] has been a long-standing interest of the writer from the viewpoints, at different periods, of a parent, a teacher and an educational psychologist.

For the educational psychologist work with individual CWSA occurs as part of a normal caseload and brings the psychologist in touch with the problems of identification, parent, teacher and principal attitudes, educational resources available, home management and parent support.

Grappling with the latter brought the writer into contact with the Christchurch Association for Gifted Children and thence into assisting with the formation of a Dunedin Branch of the Association. Liaison with these groups reinforced the belief that, in New Zealand, parents of CWSA could not expect consistent, positive educational provisions for their children over succeeding years, firstly because of the variation in interest, expertise and resources from school to school and teacher to teacher, and secondly because there was no stated policy to which they could refer and upon which they could insist.

1 Hereafter referred to in this study as CWSA

In 1984, following experience in urban areas of New Zealand, the writer was appointed to run the West Coast office of Psychological Service. The West Coast of the South Island appeared to be stereotyped by those who lived in cities as a backward region characterized by a conservative, inward-looking population.

Living and working on the West Coast and meeting many intelligent, well-informed people both 'indigenous' and 'imported', dispelled this stereotype for the writer. However, it became clear from visiting schools in the area that isolation, logistical difficulties in obtaining resources and the demands of multi-classes rendered any provision for individual differences, including CWSA, very difficult.

Participation in the 1985 conference on "The Education of Children with Special Abilities" at the Lopdell Centre served to raise for the writer the issue of assumptions, made by policy planners, that centre on urban conditions. It became clear that assumptions were made about numbers of children, access to higher institutions of learning, resources such as music and drama, museums and art galleries, access to further training for teachers, to name but a few, which were not valid for rural areas such as the West Coast.

AIMS AND DESIGN OF THE STUDY

The general objective of this study was to investigate the quality of education offered to Children with Special Abilities at primary school level in the West Coast area of the South Island of New Zealand. To this end the specific aims were to investigate a) the incidence of CWSA on the West Coast, b) the level of confidence and effectiveness of teachers in catering for CWSA and c) the level of satisfaction of the parents and children involved.

The design of the study entailed an initial survey of all West Coast schools which catered for primary level pupils. Those schools which nominated CWSA were then sent questionnaire forms to be completed by the children nominated and by their parents. In-depth interviews were conducted with a sample of the teachers who nominated CWSA.

From the above, data was obtained on such factors as teacher qualifications and training, teacher attitudes to CWSA, knowledge of identification procedures and resources available in catering for CWSA.

In determining the design and orientation of the investigation, theoretical, political, methodological and practical considerations all played major roles and these will be described in Part Two.

As a background to the study the relevant literature was

summarized concerning current definitions and concepts of giftedness, and current policies and provisions for CWSA in NZ were examined.

DESCRIPTION OF THE WEST COAST AREA[1]

A) GEOGRAPHICAL

The Buller-West Coast region extends from Karamea in the north to Haast in the south - a distance of 550 kilometres, roughly the same distance as Auckland to Wellington. Most of the population centres are based near the Coast, a reflection of the long, narrow shape of the region, bordered by the Alps and the sea. At its widest, the West Coast region stretches 50 kilometres east to west. (See Figure 1).

B) TRAVEL AND COMMUNICATIONS

Road access to and from the main outside service centres, Nelson and Christchurch, is through Buller George, Arthurs Pass and Lewis Pass. During winter months these roads are sometimes closed to traffic. Journeys are time-consuming; three hours by car from Westport to Nelson; three-and-one half hours by car from Greymouth or Hokitika to Christchurch. Travelling within the region presents the same difficulties because of the distance between towns. Although the roads are well-maintained, they often go through difficult terrain, making journeys longer than the distance in kilometres would suggest.

There are air links between Christchurch-Hokitika, Hokitika-Westport, Westport-Wellington. Recently a commuter air service was established between Christchurch and Greymouth.

Bus services link Nelson and Christchurch with the Coast

1 Adapted from information collected for the West Coast Continuing Education Survey - Dempsey, 1985

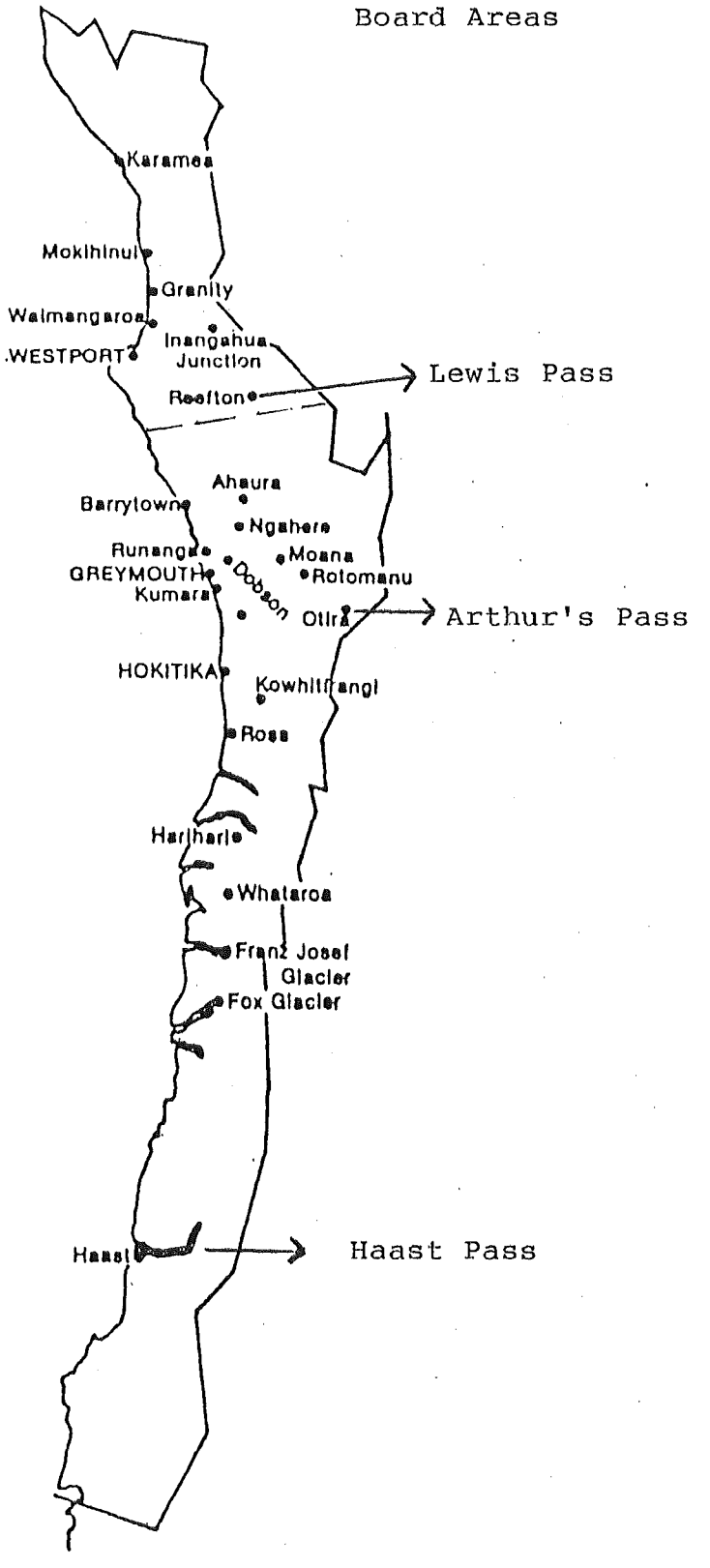
FIGURE I : MAP OF WEST COAST AREA SHOWING

a) Geographical Area

b) Boundaries of Education Board Areas

Nelson Education Board Area

Canterbury Education Board Area



TOWNS ON THE WEST COAST

and provide transport between West Coast centres. Many journeys involve an overnight stay because of the length of the journey.

In addition to these transport difficulties, West Coasters also have to contend with limited radio reception. The National Programme is received in only a few parts of the Coast; and in some parts of Westland it is impossible to pick up any radio signals. For all areas of the Coast, television news services and local programmes are linked to the Central region based in Wellington, so that local news and even advertisements are often irrelevant to the needs and interests of the people.

C) POPULATION

The West Coast has a population of just over 34,000, a figure which the West Coast United Council believes is too low to "support viable community services and organisations" and "to ensure economic growth."

The region, with its high reliance on extractive industries has a history of fluctuating population. Between 1951 and 1971 the population decreased dramatically, from 40,000 to 33,000. There was slow growth in most communities between 1971 and 1976. Since then the figure appears to have stabilised at its present figure - some 1% of the New Zealand population.

The migration level remains high. School leavers and their families take it for granted that many of them will have to leave the Coast to obtain tertiary education, specialised training and jobs. Most of them do not return. As a local community leader says: "For many of our young people, obtaining UE is the passport to leave the Coast." West Coasters have two equally strong reactions to their young people having to move away. Some see it as "a disaster for us that nearly all our youngsters with potential - with the ability to do well - leave the Coast .... most of them don't come back, and we're very much the poorer for it." Others support the trend, saying "Our young people must leave the Coast to broaden their experience. They will benefit from this - if they stay here they will have limited outlook and ambitions."

Just as regional differences ensure that there is no single West Coast, neither is there one typical West Coaster. But three major groups do emerge: those whose families have lived on the Coast for several generations; those from 'away' who have moved to the Coast for business or employment (some farmers, public servants, workers on transfer) many of whom are seen as transients; and those seeking an alternative life style who are often described as 'hippies' by the long-term West Coasters.

Many of those born on the Coast see the influence of newcomers as too powerful. They express concern that any new service

may be dominated by the philosophy, values, needs of outsiders. They cite examples of locals not supporting initiatives taken by imported resource people.

Recent arrivals to the Coast recognise the strength of these feelings. They point out, however, that strong support for educational activities comes from those who have moved to the Coast. Many of those who have chosen to live on the Coast bring with them skills and experiences invaluable to an education service.

EDUCATIONAL PROVISIONS ON THE WEST COAST

The educational needs of the West Coast area are served by 55 schools, of these, three are F3-7 high schools and were not included in this study.

There are some children in the more remote areas of the West Coast who are enrolled full-time with the Correspondence School and therefore do not attend a school. They also were excluded from this study.

For the number and size of the remaining 52 schools see Table 1

For the purposes of administration, West Coast schools are split into two areas: the Canterbury Education Board area and the Nelson Education Board area (See Fig. 1)

There are 41 primary schools, one area school and one F1-7 school in the Canterbury Education Board area. These include Totara Flat and Barrytown to the north, Otira to the east and then all schools south to Haast on the southern boundary. The administration centre for this group of schools is Christchurch, a distance of 250 kms from Greymouth (3½ hours travel by road). Professional leadership and control for teachers in this area is the responsibility of the District Senior Inspector Canterbury and a team of three school inspectors based in Christchurch. Visits are made to the

Table 1

Number and Size of West Coast Schools
catering for primary level pupils

Size of School	No of Schools
Sole Charge	12
Two Teacher	14
Three Teacher	6
Four-Six Teacher	10
Eight-Twelve Teacher	3
Fifteen-Seventeen Teacher	2
Intermediate	1
Area Schools	2
Form 1-7 Schools	2
Total Number of Schools	52

West Coast on a regular basis as part of their duties. There are no inspectors resident in the West Coast area.

There are nine West Coast primary schools, one area school and one F1-7 school in the Nelson Education Board area. These include Ikamatua, schools in Reefton, Inangahua, Westport and the Karamea Area School. The administration centre for this group of schools is Nelson, a distance of 226 kms from Westport (3 hours travel by road). Professional leadership and control for teachers in this area is the responsibility of the District Senior Inspector Nelson. This area, commonly known as "The Buller," is visited on a regular basis by two school inspectors from Nelson. Neither is resident in the West Coast area.

PART TWO

SURVEY OF RELEVANT LITERATURE

INTRODUCTION

This section will trace changes and developments in the concept of giftedness from the late nineteenth century to the present day. It will be shown that definitions of giftedness have moved away from a heavy reliance on an IQ score to those which include a recognition of talents and creative abilities. It will be shown that developments in New Zealand have mirrored those taking place internationally and that the move away from narrow categorisation of special needs applies also in the identification and conceptualisation of CWSA.

A CHANGING DEFINITIONS OF GIFTEDNESS

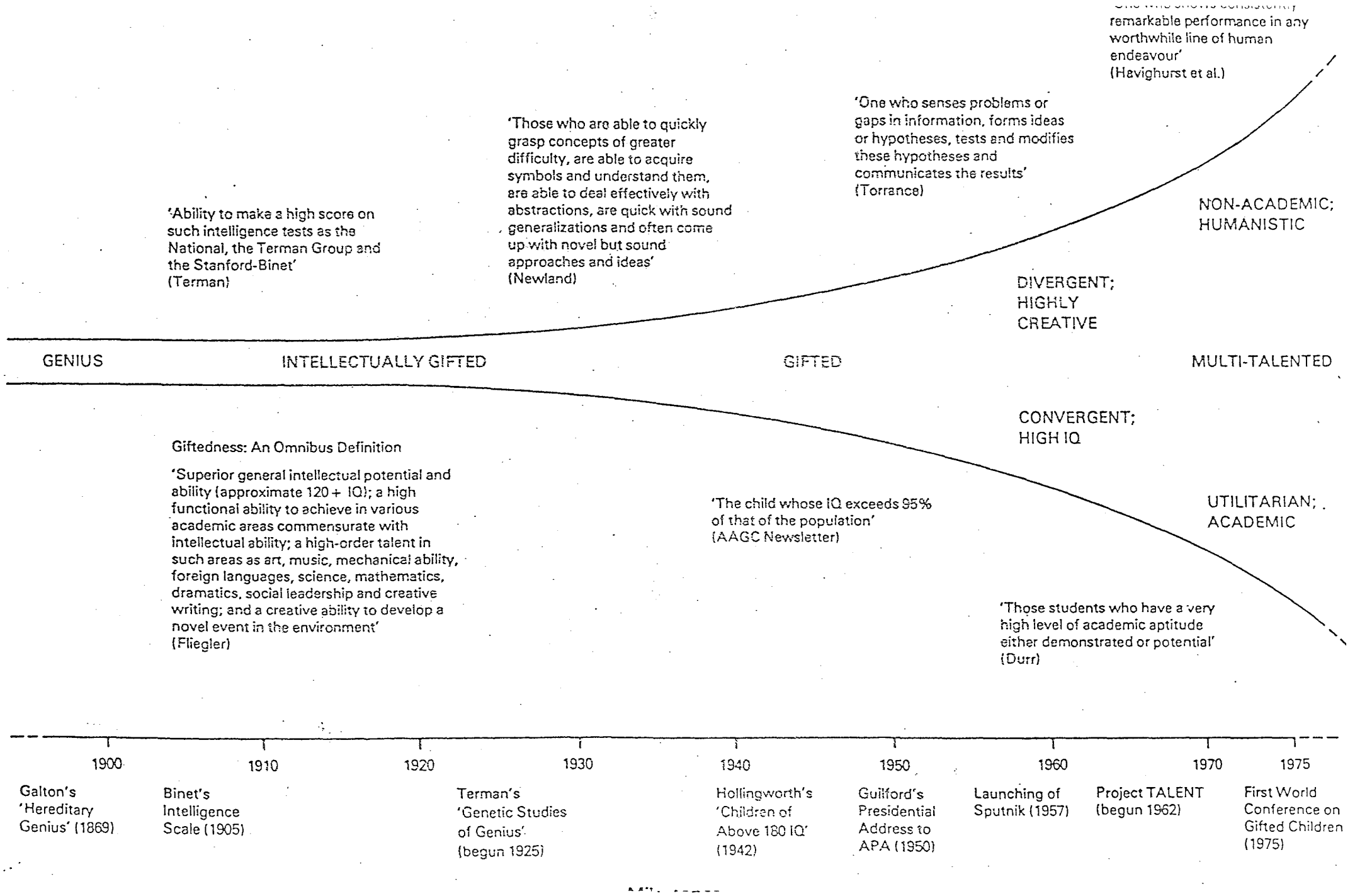
AN HISTORICAL OVERVIEW

Renzulli (1978) has suggested that variations in categorisation for giftedness could be analyzed along a continuum ranging from 'conservative' to 'liberal' according to the degree of restrictiveness of the definition. Maltby (1984) takes up this argument and suggests that the progression has been historical with criteria moving from exclusivity to inclusiveness of definition. This process is well illustrated in Figure 2.

The first significant research devoted to intelligence (or genius) is credited to Sir Francis Galton (1822 - 1911). He believed that evolution would favour those with keen senses. He therefore equated intelligence with sensory ability and concluded that high intelligence was due to natural selection and heredity.

Categorization of ability became possible on a mass scale when Alfred Binet, aided by T. Simon, developed, at the request of government officials in Paris, a test to differentiate 'normal' from 'dull' children.

The Binet-Simon tests were modified and normed for America by Lewis Terman of Stanford University in 1916. Using the Stanford-Binet Intelligence Scale, Terman then set up, in the 1920's, his famous longitudinal study of 1500 gifted children. The criterion for his final sample was an IQ score of 140 or higher i.e. less than one percent of the population.


remarkable performance in any worthwhile line of human endeavour'
(Havighurst et al.)
'One who senses problems or gaps in information, forms ideas or hypotheses, tests and modifies these hypotheses and communicates the results'
(Torrance)
'Those who are able to quickly grasp concepts of greater difficulty, are able to acquire symbols and understand them, are able to deal effectively with abstractions, are quick with sound generalizations and often come up with novel but sound approaches and ideas'
(Newland)
'Ability to make a high score on such intelligence tests as the National, the Terman Group and the Stanford-Binet'
(Terman)
NON-ACADEMIC; HUMANISTIC
DIVERGENT; HIGHLY CREATIVE
GENIUS
INTELLECTUALLY GIFTED
GIFTED
MULTI-TALENTED
CONVERGENT; HIGH IQ
UTILITARIAN; ACADEMIC
Giftedness: An Omnibus Definition
'Superior general intellectual potential and ability (approximate 120 + IQ); a high functional ability to achieve in various academic areas commensurate with intellectual ability; a high-order talent in such areas as art, music, mechanical ability, foreign languages, science, mathematics, dramatics, social leadership and creative writing; and a creative ability to develop a novel event in the environment'
(Fliegler)
'The child whose IQ exceeds 95% of that of the population'
(AAGC Newsletter)
'Those students who have a very high level of academic aptitude either demonstrated or potential'
(Durr)
1900
1910
1920
1930
1940
1950
1960
1970
1975
Galton's 'Hereditary Genius' (1869)
Binet's Intelligence Scale (1905)
Terman's 'Genetic Studies of Genius' (begun 1925)
Hollingworth's 'Children of Above 180 IQ' (1942)
Guilford's Presidential Address to APA (1950)
Launching of Sputnik (1957)
Project TALENT (begun 1962)
First World Conference on Gifted Children (1975)

The work of Leta Hollingworth, in New York City, continued the focus on a very small proportion of children. Her work dealt with very superior students, approximately one child in a million.

In the late 1920s and early 1930s, Witty expanded the definition of giftedness to include those who were in approximately the upper 10 per cent of the juvenile population in terms of ability and those who possessed any talent which showed remarkable promise.

De Haan and Havighurst (1961) expanded the definition of gifted children both qualitatively and quantitatively: 'The gifted child is one who is superior in some ability that can make him an outstanding contributor to the welfare of and quality of living in society'. They distinguished between children in the upper one-tenth of one per cent (the 'first order' or extremely gifted children) and the remaining children in the upper 10 per cent ('second order' or solidly gifted children) in both the talent areas and in intellectual giftedness.

De Haan, commenting on a scheme by Gallagher (1960) which divided children into 'academically talented', 'gifted', and 'highly gifted' stated that its weakness lay in the definitions of the three groups being based exclusively on IQ. He felt that at least four categories of giftedness needed to be added to the category of intellectual giftedness to round out the total definition:

'1. Children who show creative thinking ability. This is a type of intelligence not measured by usual IQ tests. Creative thinkers are inventors, innovators, originators.

2. Children who have special aptitudes in the fine arts, such as plastic arts, graphic arts, writing, music, dramatics and dancing.

3. Children who have mechanical and craft skills.

4. Children who have high social abilities that are basic to leadership.' (P14).

Following Guilford's (1950) investigation of the nature of creativity and creative productivity, a strong interest developed in America in the relationship between creativity and giftedness; and the extent to which reliance on IQ scores might exclude those students whose thinking was divergent, unusual and original. Many tests of creativity were developed (Getzels & Jackson, 1962; Torrance, 1962; and Wallach & Kogan, 1965). Hitchfield (1973) found that creativity and IQ were not necessarily independent factors and Vernon et al (1977) suggested that below a certain level of IQ children may not be able to verbalize creative or original ideas.

Hoyle and Wilks stated that,

'There is probably a threshold point on the IQ scale, perhaps at about 120 points, below which intelligence

score is the best predictor of academic achievement, but above this point measures of creativity become more significant for the prediction of achievement of some children.' (Hoyle and Wlks, 1974, page 10).

The 1972 U.S. Office of Education definition of gifted and talented (Marland, 1972) legitimised a multi-talent approach which is usually cited on page 1 of State plans for gifted education. (Davis & Timm, 1985). It reads:

'Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.'

In their terms, children capable of high performance include those who demonstrate achievement and/or potential ability in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

The U.S.E.O. definition not only influenced conceptions of giftedness in the U.S. but also in Australia.

'... by the commencement of the 1980s, it was possible

to discern a reaction against a unitary concept of giftedness and an increased acceptance of a multi-faceted notion, one which necessitated a range of identification procedures and which was not restricted to those qualities tapped by standardised tests of intelligence alone. The responses of the Gifted Children Task Force in Victoria between 1979 and 1981 and of the New South Wales Committee charged with the task of formulating a system policy statement were certainly inspired by the broadened approach advocated by the Marland Report'. (Braggett, 1985).

In the U.K. a similar trend toward the inclusive end of the continuum was to be seen. This trend was reflected in definitions such as that of Her Majesty's Inspectorate (1977):

'Children...who are generally recognised by their schools as being of superior all-round intellectual ability, confirmed where possible by a reliable individual test giving an IQ of 130 or more;

or

who exhibit a marked superior developmental level of performance and achievement which has been reasonably consistent from earlier years;

or

of whom fairly confident predictions are being made as to continual rapid progress towards outstanding achievement, either in academic areas or in music, sport, dance or art; and whose abilities are not primarily attributable to purely physical development'. (G.B., DES, 1977, pages 4-5).

B. THE CHANGING CONCEPT OF GIFTEDNESS IN NEW ZEALAND

In New Zealand, a continuum from exclusivity to inclusiveness reflecting international trends has historically marked writings on the concept of giftedness.

The first significant study of gifted children to be carried out in New Zealand was G.W. Parkyn's 'Children of High Intelligence' (1948).

Parkyn selected his sample from results on group and individual intelligence tests. He had originally intended to study the top 1% only. However, the school population in general and in Dunedin in particular was too small to give sufficient age or class group numbers. He therefore extended his sample group to the top 5% of the children tested. His definition of children of high intelligence was 'those who show exceptional ability to solve the problems found in a standardized scale of intelligence tests'. He then went on to say, '...such tests are intended to measure "inborn general intellectual capacity." '

In 1962, the Yearbook of Education contained a chapter by Professor Ralph Winterbourn which discussed the problems of identifying gifted children in New Zealand. Winterbourn felt that, in New Zealand's egalitarian society, the term 'gifted' was probably best defined as applying to 'those pupils who are capable of benefiting from an academically oriented course during the school years and from a university

education thereafter.' He then reported that the principal means of identification in the primary schools was the judgement of class teachers and head teachers with possible usage of the Otis group intelligence test and cumulative record cards.

'Our selection of the gifted is a pretty rough and ready process in comparison with methods adopted in some parts of the world. We can undoubtedly improve our techniques..' (Winterbourne 1962). Unfortunately, as can be seen in the next section, while the concept of CWSA has broadened in New Zealand, a firm policy for selecting and catering adequately for such children has not been put in place.

The annual report of the Minister of Education (Dec 1961) introduced the term creativity into a statement of characteristics of gifted children:

'Typically, they are creative and original in their thinking; their reasoning is precise; and even at an early age they are capable of dealing with abstractions...'

Borland (1963) discussed the problems of identification of gifted children. He pointed to the limitations of group intelligence tests and concluded that profile sheets or checklists for characteristics of giftedness(1) were were the most helpful means of identification with young children followed up by an individual intelligence test of the top children selected by teacher checklists.

(1) See Figure 3

'IGURE 3

Check List for Parents and Teachers

1. Possesses extensive general knowledge
2.* Has quick mastery and recall of information
3. Has exceptional curiosity
4. Shows good insight into cause-effect relationship
5. Asks many provocative searching questions
6. Easily grasps underlying principles and needs the minimum of explanation
7. Quickly makes generalisations
8. Often sees unusual, rather than conventioanl relationships
9. Listens only to part of the explanation
10. Jumps stages in learning
11. Leaps from the concrete to the abstract
12. Is a keen and alert observer
13. Sees greater significance in a story or film, etc.
14. When interested becomes absorbed for long periods
15.* Is persistent in seeking task completion
16. Is more than usually interested in "adult" problems such as religion and politics
17. Displays intellectual playfulness: fantasises, imagines, manipulates ideas
18. Is concerned to adapt and improve institutions, objects, systems
19. Has a keen sense of humour; sees humour in the unusual
20. Appreciates verbal puns, cartoons, jokes, etc.
21. Criticises constructively
22. Is unwilling to accept authoritarian pronouncements without critical examination
23. Mental speed faster than physical capabilities
24 Prefers to talk rather than write
25. Day dreams
26. Reluctant to practice skills already mastered
27* Reads rapidly and retains what is read
28. Has advanced understanding and use of language
29. Shows sensitivity
30. Shows empathy towards others
31.* Sees the problem quickly and takes the initiative

Figure 3 Checklist of Characteristics of Giftedness for Parents and Teachers (Borland, 1963)

A similar approach was taken by J D Panckhurst in October 1963 in an article for National Education in which he included a Checklist for Identifying Gifted Children:

'Gifted children to a greater degree than average:

(1) Show superior reasoning powers and an ability to deal with abstractions; show an ability to generalize from specific facts and to perceive relationships.

(2) Show great intellectual curiosity, have a broad attention span, and great powers of perserverance.

(3) Read and absorb books well beyond their years; often learn to read very early; are superior in quality and quantity of written vocabulary.

(4) Observe keenly; are alert and responsive to new ideas; are unusually imaginative and inventive.

(5) Memorize quickly; learn easily and retain what they learn; have an extensive general knowledge and a wide range of interests.

(6) Show initiative and originality in intellectual work; show marked aptitude in music and art.

(7) Are highly independent and responsible; are often self-critical in evaluating and correcting their own efforts.

(8) Show leadership ability both in helping a group reach

its goals and in improving relationships within a group.

(9) Comprehend what they hear and read; understand meanings; follow complex directions easily and readily.

(10) Choose different problems for their years; are not satisfied with easy and superficial tasks; are superior in arithmetical problem-solving.'

He then advised teachers on how to use the checklist together with other procedures:(2)

'(a) An outstanding rating in one area alone may provide a clue to giftedness.

(b) Check on the youngest children who may have been overlooked.

(c) Check the scholastic attainment records for high and underachievers.

(d) Consider the results of standardised tests (intelligence, arithmetic, reading).

(e) Do not exclude children who are high on rating but beneath I.Q. cutoff.

(f) Compare notes with other teachers.

(g) Those children who are finally selected should then be referred for individual intelligence testing.'

Checklists and procedures similar to that put forward by Borland and Panckhurst are still considered appropriate and are included in publications such as the Department of Education newsletter Auckland, on Children with Special

(2) In Russell (1969)

Abilities.[3]

Unfortunately, while some leaders in the field were broadening the concept of the gifted, others were continuing in a narrow, restrictive mould. W.D. Barney (1969) examined practices in secondary education and concluded:

'It would probably be accurate to suggest that the concept which most secondary teachers have of a gifted child would be covered by an I.Q. definition. Possibly the term 'academically talented' might be more accurate than gifted'.

He then went on to say, 'Intelligence and attainment tests are not the only means of identifying gifted children. Additional information may be obtained from parent observations, teacher observations, school records, and creativity tests.'

He further examined the paucity of attainment tests appropriate for gifted secondary students in New Zealand and concluded: 'This survey suggests the necessity for a broad basis for identification procedures for gifted children. Each of the techniques examined suffers from elements of unreliability and difficulties of interpretation.'

Barney is arguing here for an inclusive definition of giftedness and a selection process which recognises a broad range of information sources, in order to obtain a comprehensive, and thus more accurate picture of the child's abilities.

(3) Present editor: Peter Francks
Inspector of Primary Schools
Department of Education, Private Bag, Newmarket

In summarizing trends in the education of gifted children in New Zealand up to 1969, Russell made the following observations concerning trends in identification:

'I. The procedures for the identification of gifted children are very similar in most of the educational districts and have not changed perceptibly in the last decade.

A. Seldom are there objective attempts to identify gifted children prior to standard IV. In most cases this is caused by the fact that New Zealand norms on group intelligence tests are lacking at the lower age levels.

B. General practice is to select those children (1) who score above a pre-determined cut-off point on a group intelligence test; (2) who are recommended on the judgment of teachers (with or without the use of check-lists of characteristics of giftedness); (3) these children are then referred to the Psychological Service for individual testing (Binet or WISC) and general assessment.

1. I.Q. cut-off points on group intelligence tests range from 120 to 145+. Certain districts attempt to select the top 2% of their most highly gifted children while others try to identify the top fifth of the school enrolment according to I.Q.

2. Check-lists of characteristics of giftedness used in several districts are varied in length and wording but are consistent with lists found in the professional literature.

3. Liaison between parents of gifted children and school personnel is not common or systematic.

C. There is wide-spread evidence of a "continuous progress" approach to promotion at the Junior School level, thus identifying and accelerating bright children on the basis of group judgment of head teachers, S.J.C.'s and classroom teachers. (This group subjective analysis of ability levels tends to drop off markedly beyond Standard I.)'

Russell then made the following recommendations:
'(1) Education must precede identification; that is, understanding of and practice with the concept and manifestations of giftedness must precede the actual identification of gifted children; (2) Identification must always be the result of a group process including the people (lay and professional) who are most directly involved with the brightest children; and (3) Identification must be a continuous process at all school levels since manifestations of giftedness may be latent and/or sporadic.'

Professor Clem Hill's writings on the gifted spanned twenty years (1960-1980). In 1962 he used the term 'gifted and talented' in referring to gifted children and included such dimensions as 'general intellectual ability with exceptionality in abstract and relational thinking, ability in scientific and mechanical skills, social leadership, human relationships and creative arts.' However Hill

never treated the gifted and talented as 'all of a kind' but stressed the differences within the general range of the gifted category. His title "Gifted Is as Gifted Does' (1977) has become a catch-phrase for those current researchers who, like Hill, look to each child's actual behaviours and characteristics, upon which to base individual programmes, rather than to a 'pseudo-authoritative and pseudo-precise' definition (McAlpine, 1982).

Havill (1982) perceived the term 'giftedness' as a 'useful umbrella term for individuals with a wide variety of special abilities'. He suggested that 'Perhaps we should be seeking to define what represents gifted behaviour in the fields of human endeavour in which we are interested, describe under what conditions such behaviour will emerge and identify ways of developing such behaviour as far as possible once it has become apparent. This would help get us away from pseudo-scientific labelling of children as "gifted."'

G W Parkyn has continued to write on the gifted over an even greater span of years than has Hill. In the process, he has moved from the restricted concept of giftedness described above to one which recognises a much broader view. In papers presented to the first World Conference on the Gifted (1975) and the first National Conference on Exceptional Children (1980), Parkyn looked at the 'neglected areas of giftedness,' the aesthetic and ethical - 'giftedness for a new era.' 'My point of view is that we must now put more value upon certain kinds of giftedness which

in the past we have tended to neglect, namely divergent originality in rational - scientific thinking about man and the universe, and empathetic awareness of the relationship of man and other inhabitants of this universe'.

Perhaps Freeman (1979) most aptly expresses the philosophy of the inclusive end of the continuum when he says, 'The policy of inclusion always leaves room for doubt. It always leaves the door open for others to come in. It does not deal in absolutes, and it recognises the fallibility of educators, be they parents or well-trained, experienced teachers. It recognises prejudice for what it is, and it bases itself on a love of all children and respect for emergent ability.'

EXAMINATION OF POLICY AND PROVISIONS FOR CHILDREN WITH SPECIAL ABILITIES IN NEW ZEALAND

INTRODUCTION

The first part of this section will review data from a National Survey on the Education of CWSA conducted in 1985 under the auspices of the special education division of the Department of Education. It will report data on policies and programmes presently in place in each of the ten education board areas to cater for CWSA. It will then review the role of the Correspondence School as a major national resource in catering for CWSA. There then follows an examination of the training courses at present available in universities and teachers colleges in New Zealand which include aspects of CWSA as a topic.

The second part of this section will review three major educational policy papers tabled for public discussion and departmental action between 1985 and 1987, with reference to trends in policy to cater for CWSA in New Zealand schools.

A. NATIONAL SURVEY ON THE EDUCATION OF CHILDREN WITH SPECIAL ABILITIES (1985) [1]

In June through August 1985 Gillian Pow, a psychologist seconded to the Special Education Division of the Department of Education, conducted a questionnaire and interview survey to investigate current policy and provisions of CWSA throughout the country. Head Office Department of Education Divisions, Regional Superintendents of Education, District Senior Inspectors, University of Education departments and Teachers' Colleges were surveyed. Any other interested and involved persons that the initial contacts unearthed were also interviewed.

Areas covered in the National Survey pertinent to this study are:

1. Policy and Programmes in Primary and Intermediate Schools.
2. The Role of the Correspondence School.
3. Teacher Education and Training Courses.

1. Policy and Programmes in Primary and Intermediate Schools.

   Information on policy and programmes in primary and intermediate schools were sought from the ten Education Board districts in NZ[2] and the findings were grouped under two headings (a) Policies, and (b) Provisions.

   (a) Policies

   Four of the ten Board areas (Taranaki, Hawkes Bay, Hamilton, Invercargill,) had no defined policy on CWSA.

1. In 'Report of the Conference on the Education of CWSA (Gifted & Talented) Policy and Provisions.
2. These are Auckland, Hamilton, Taranaki, Wanganui, Hawkes Bay, Wellington, Nelson, Canterbury, Dunedin, Invercargill.

Three Board areas (Dunedin, Nelson and Wellington) appeared to encourage individual schools and teachers to identify CWSA and to programme for them within their own school. It was stated that Dunedin inspection visits look at extension/enrichment in each school. There seemed to be no specific policy provisions in these areas and no short or long-term objectives were given.

Three Board areas (Auckland, Wanganui, Christchurch)(3) reported more fully and specifically.

In each of these areas delegation at inspectoral level, involvement of other services such as the Psychological Service, Teachers' College and University were mentioned. Newsletters or distribution of special articles on CWSA were being undertaken. Identification of resource teachers within schools were encouraged.

The Auckland response suggested an active and organised policy which targetted projects for short-term attention while bringing together representatives from interest groups to monitor long-term

(3) In the survey, the Canterbury Board area is referred to as Christchurch. While Education Board and Department Personnel service the rural areas outside Christchurch (eg North and South Canterbury and the West Coast) provisions listed appear to be specifically relevant to Christchurch City.

policy. The fostering of In-Service courses for teachers, liaison with branches of the NZ Gifted Children's Association, ancillary or part-time teacher assistance for special projects in schools, and specific projects for writing programme guidelines were mentioned.

(b) Provisions

Two Board areas (Auckland, Wellington) had staffed resource rooms for CWSA where teachers could go for ideas. Wanganui had a central resource room with slides and an ideas bank. Christchurch planned to establish a reference/borrowing section in the new Christchurch Resource Centre for Teachers and Nelson had a resource centre established at Nelson Intermediate which held Auckland material.

Four responses specifically mentioned dual enrolment of pupils with the Correspondence School (Taranaki, Hawkes Bay, Nelson, Dunedin).

Four areas (Auckland, Hamilton, Wanganui, Hawkes Bay) listed the use of discretionary ancillary hours to support pupils and programmes.

Seven areas listed key people among their provisions (Auckland, Taranaki, Hamilton, Wanganui, Hawkes Bay, Christchurch, Invercargill). These people were variously inspectors, psychologists, university lecturers, principals, teachers' college lecturers and resource teachers. Some were referred to by name, others by occupational group.

In-service training for teachers was listed as a provision in seven of the ten areas. Auckland described their in-service programme run by their senior inspector and Nelson referred to in-service (unspecified) especially at Intermediate level. Wanganui referred to 'live-in' courses for rural children in maraes and also to a specific training course in 1985 involving senior representatives from five schools with the objective of preparing resource material for schools. Wellington had run a course in combination with the Parents Association in 1984 to share ideas and methods and to assist in developing parents' explorer class activities. Hamilton plugged into the International Reading Association seminars as a source of in-service training in the reading/language areas. Christchurch referred to two upcoming in-service courses, in 1986 and 1987 respectively.

Two districts (Wanganui, Nelson) stated that they encouraged teachers to enrol in the paper on gifted Children at Massey University.

One area (Wanganui) mentioned supplying two American kits to schools. All other areas which mentioned programme development appeared to be writing their own.

Five areas (Wanganui, Wellington, Christchurch, Dunedin, Invercargill) listed out-of-school programmes

as a provision. These were being run in a variety of skills areas:- music, art and craft, maths, science, electronics and process writing. Wellington referred to some schools having withdrawal (unspecified) activities for CWSA using the community and that a register of community resources was being compiled. The Auckland response referred to Special Interest and Personal Interest groups covering a wide variety of areas. It was not clear whether these were student, teacher or parent/teacher groups. In Christchurch the LAMP programme has been set up to find and monitor community mentorships for CWSA. (See Figure 3). To date the model has been used only with secondary school students. However, it is felt that it could well offer a useful approach to use of community resources for primary age pupils.

2. The Role of the Correspondence School

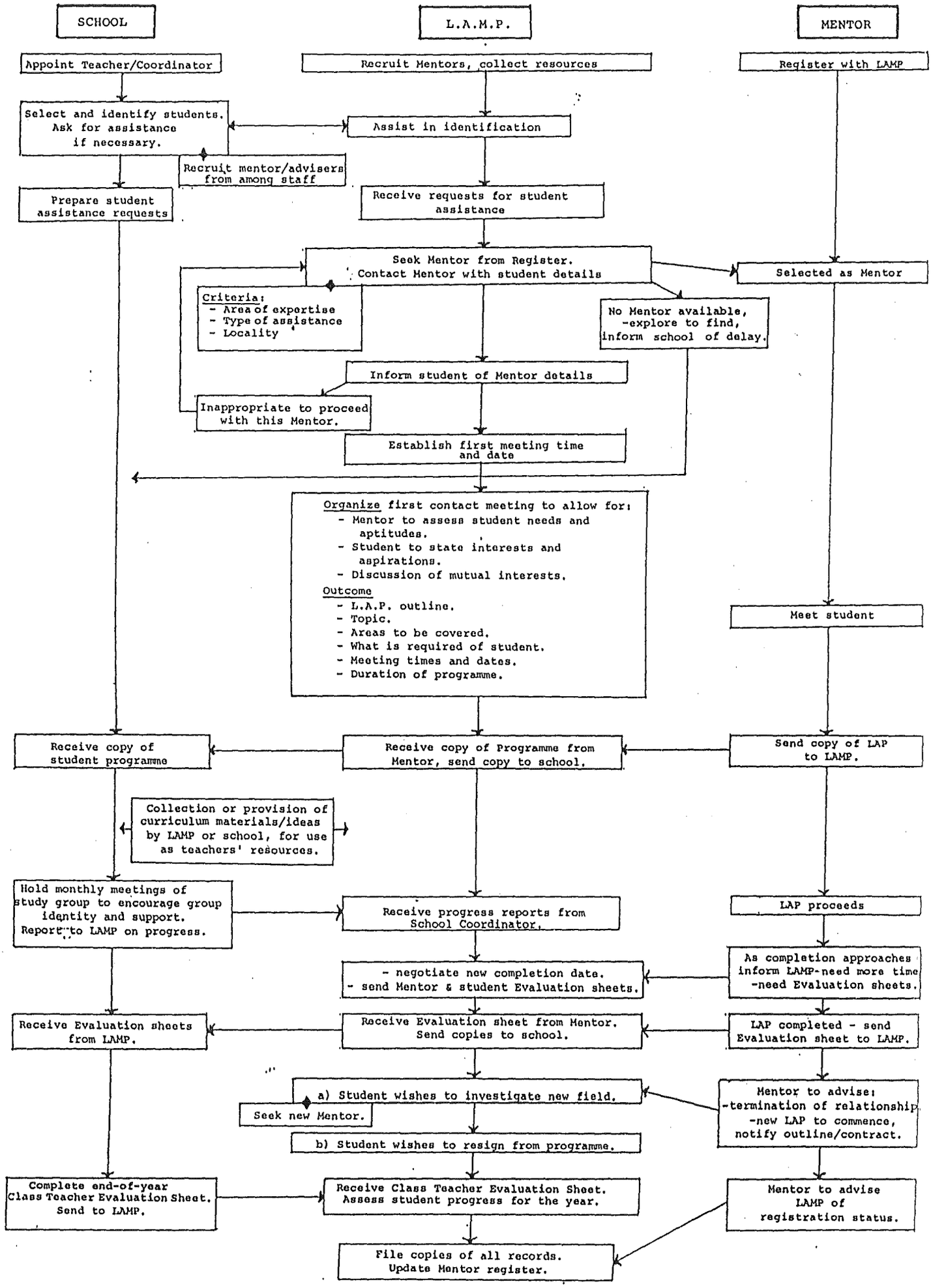
Pow noted that 'over the years the roll of the Correspondence School has become more differentiated. (It) has been increasingly called upon to fill gaps in the educational services provided and to supplement and support conventional institutions in a variety of ways in an endeavour to provide more universal education and more equal educational opportunities.'

The function of support for schools is operated through the mechanism of dual enrolment i.e. a pupil enrolled full-time in a primary, intermediate or secondary

FIGURE 4

LEARNING ACTIVITY MENTOR PROGRAMME

Implementation Model



school may also be enrolled with the Correspondence School Individual Programming Section.

In catering for CWSA, Correspondence school policy and provisions are as follows:

Identification

With these students the Correspondence School is spared the difficulty in:

(a) defining CWSA

(b) identifying CWSA

CWSA are simply those who have been enrolled with the Correspondence School after a principal's application supported by the psychological service recommendation has been approved by a District Senior Inspector. In practice the group enrolled with the Correspondence School does not, in the main, reflect the broader concept of CWSA. Most of the pupils enrolled have been selected on the basis of intellectual potential as measured by standardised tests.

Programme Planning - Teacher Strategies

Teachers use information supplied.

. Psychological report - information may include: Test results and potential, academic levels and skills mastered, strengths and weaknesses, interests background information, suggestions regarding programmes, major focus, what they would like to see Correspondence School provide, enrichment/ acceleration.

- Principal's application provides additional information, type of supervision, curriculum areas where help is requested. It may be necessary to request further information from the school. The class teacher as well as principal may be consulted as to how they see the Correspondence School resources being used within the school, as well as time allocations.

Information on course options is provided at this stage. The type of programme supplied is guided by the recommendation of the psychologist and the school. If acceleration has been requested the following policy applies:

- Acceleration - Subject areas may be mathematics, science, art. Most requests however are for another language.

- Enrichment/Extension - Content: Material likely to challenge, stimulate and interest. Tasks that emphasise critical and divergent thinking, invite discussion and require children to create new ideas. Teachers individualise the programme by encouraging children to follow individual interests. Specific study and process skills receive attention. The aim is to develop techniques, strategies and skills to enable the student to

learn with maximum independence.

. Great emphasis is placed upon students using the resource's of their own school and community.

. Existing resources are drawn upon but for some pupils individual assignments need to be prepared. Where this has been done such materials are stored within a resource bank.

Teacher Selection - Teacher Training

It is the policy of the Correspondence school to place CWSA with staff who are interested in working with such students. Because of the special nature of the task teachers involved with these dual enrolments work together as a team. There is also an active policy of involving a wide range of teachers to build up experience and expertise. Regular inservice work is also encouraged to provide support for staff involved.

POW asked whether the Correspondence School saw any special role for themselves in the development and delivery of policy and services for CWSA. In response, it was considered that the school could play such a role through the continuaton of existing services. However, a number of other possibilities were also seen:[5]

5 National Survey on the Education of CWSA.

1 Increased usage of the acceleration option (especially at secondary level).

2 Supply of teaching programmes. The Correspondence School is in the business of producing well-planned quality programmes which will allow students to work at their own pace with maximum independence/minimum supervision. It also has a range of specialist services (publishing and editing systems, audit suite, video studio etc) available which would be useful for course/resource production.

Library of suitable resources and teaching services made available to principals of small/isolated schools.

Courses for parents (along the lines of "Modern Mathematics For You", "The Gifted Child").

Becoming a resource centre/resource file bank/inservice centre.

Increase in the inservice/teacher training component of dual enrolments.

3 <u>Teacher Education and Training Courses</u>

a) Teachers' College courses

There are six primary teachers' college in New Zealand based in Auckland, Hamilton, Palmerston North, Wellington, Christchurch and Dunedin.

Data will be reported from five colleges as Hamilton appears to have given no response to the National Survey.

None of the five teachers' colleges offered a separate compulsory preservice course on CWSA. At Auckland the themes 'Catering for Difference' and 'Enrichment Activities for Classroom Situations' were included during the 'Learning and Teaching' course.

At Palmerston North 3-4 hours were spent on CWSA as part of a compulsory course on 'Special Needs'.

At Wellington the topic was included in a Professional Studies course.

At Christchurch there were three hours of lecture/discussion on CWSA within a 'Provision for Differences' course.

At Dunedin CWSA material was included in 'Human Development', 'Curriculum Studies', and 'Studies in Teaching'. The latter included three lectures, four discussion groups and an assignment on CWSA plus optional extra work.

Only Auckland and Christchurch Teachers' Colleges offered optional or advanced coursed on CWSA.

Christchurch Teachers' College offered a third-year course of seven hours combining lectures and practical work in schools with children identified as having special abilites. For a specially selected group of teachers the one-year 'Education of Handicapped' course contained a 4-day block course on the 'Educational Needs of the Gifted'.

Auckland Teachers' College offered two levels of optional courses. At the 300 level trainees could spend 25 hours on a combined theoretical/ practical course which examined identification procedures, semantic issues such as creativity and thinking skills and enrichment models e.g. Renzulli (1977), Gowan (1975), Reid, (1982). Practical work was spent in workshops with resource teachers, in the school resource centres and developing curriculum resources for enrichment.

At the continuing education level, trained teachers were offered two 50-hour Diploma in Teaching papers (content unspecified).

In planning for future courses Auckland and Christchurch Teachers' Colleges envisaged expansion of existing provisions for CWSA. Wellington Teachers' College stated that they would offer a specific CWSA course if staffing were available.

b) University Courses

Of the six Universities (Auckland, Waikato, Massey, Victoria, Canterbury, Otago) only Massey offers a specific paper on the topic of CWSA.

Otago University did not respond to the survey.

Auckland, Waikato, Victoria and Canterbury Universities included the topic of CWSA as a unit in 300 level papers on special education /exceptional children.

Waikato University also included the topic as one of six units (papers) toward a Master's degree in Special Education.

The paper offered by Massey University may be taken for B.A., B.Ed., or Dip. Ed. and has optional sections at the early childhood, primary and secondary levels.

'The paper considers conceptual issues associated with the multi-category and multicultural aspects of giftedness, identification of children with special abilities, and educational provisions and programmes for such children. Issues associated with parents and teachers of gifted children, counselling needs of gifted and talented adolescents, and the needs of gifted females are also studied.

More practical components involve visits and talks by parents of gifted children to the students, and class visits to schools in the district. Local teachers, psychologists and inspectors also contribute to practical sessions with students.

Since the inception of the paper in 1979 approximately 700 students (mostly primary and secondary school teachers) have completed the paper.'

B) NEW ZEALAND POLICY AND PROVISIONS

RECENT DEVELOPMENTS

In New Zealand the interests of CWSA as a group have been seen to be the repsonsibility of the Special Education Division of the Education Department. However there appears to be a somewhat ambivalent attitude within the Division to this responsibility.

Two important recent reports to be prepared under the aegis of the Special Education Division have been The Report on the Conference on 'The Education of Children with Special Abilities' (Gifted and Talented) Policy and Provisions (September 1985) and the Draft Review of Special Education (January, 1987).

1. The Conference on 'The Education of Children with Special Abilities (Gifted and Talented).

The 1985 conference on CWSA involved a group of 40 people representative of all sections of the education system and parent groups. There were four objectives set for the conference:

'1 Decide on a definition and descriptive title to recommend for national use.

2 Develop a detailed policy statement to be presented to the Director General of Education for consideration as the official departmental policy.

3 Develop detailed and practical recommendations for educational provisions, in terms of: School

organisation, identification procedures, teacher training and staff development, programme approach and content, parent and community involvement, and research and evaluation.

4 Make direct submissions to the Minister via the Ministerial Reviews : 'Curriculum and Assessment.'

The conference was opened by the Director Special Education who identified it as 'one of a series of conferences and working parties in special education - deaf, physically handicapped, computer'. He then went on to offer clear suggestions to guide conference members in their deliberations e.g.

- Definition - 'Whether that definition is one based upon narrow or broad definitions will determine the degree of support the concept of CWSA might attract'.

- Assessment - 'My own view is that assessment should be as close as we can get it to the people who must carry out the programmes of action that must be tied to assessment'.

- Psychologists - 'the traditional use of the psychological service as testers extraordinaire is no longer a viable option. The role of psychological service has changed and will continue to do so in the direction of consultancy, advice and co-worker roles with teachers and others who develop management programmes'.

- Placement - 'It is a basic tenet of our system that children with special abilities will be educated within the mainstream ...It is not the wish of the Department to make any changes to this approach'.

- The target group - '...I do not believe this conference will be talking exclusively about the immensely cognitively gifted. The wider group of CWSA must be considered within general policy guidelines and practices of the education system and its supporting community'.

The Director then went on to emphasize three aspects of educational practice which he felt must be examined closely : firstly, that education at all levels should be 'properly organised to accept CWSA into its regular programmes, to have the flexibility to individualise activities and to use in-school and community resources to this end'; secondly, that good teaching practice was the key, - 'It is a truism that what is good for CWSA is good for all children...the quality of special education relies heavily upon the quality of regular education', and thirdly, that there must be a broad, age-appropriate definition.

In summing up, the Director stated that the conference had to be seen in the context of the department's work and the review of special education services to ensure that resources were best used.

There were a wide range of views represented among conference members ranging from those who favoured a definition of giftedness which relied heavily on an IQ criterion to those who saw any form of standardised testing as dangerous and potentially limiting. There were some who favoured completely segregated provisions for gifted children while at the other extreme were those who did not wish to see gifted children being noted as different from other children in any way.

The majority accepted an inclusive concept of giftedness. The conference therefore recommended that the title be Children with Special Abilities (Gifted and Talented), and agreed to the following definition:

*DEFINITION

Children with special abilities (gifted and talented) are those who demonstrate high performance relative to their education and general life context in one or more of a wide range of areas, such as:

- Specific academic or technical achievement
- Creative, productive or intuitive thinking
- Cultural arts: verbal, visual, performing
- General intelligence
- Psychomotor (including sports activities)
- Social skills and leadership
- Indication of a deep interest in and understanding of ethics, cultural values and traditions

- Aesthetic appreciation

Such abilities will become evident at different stages in children's development provided they are given the opportunity to demonstrate their ability.

A draft policy statement was devleoped as follows:

Principles

1. All children, including those with special abilities should receive an education suited to their needs.
2. Children with special abilities should be provided for within the regular school system (mainstream).
3. Provisions for chidren with special abilities should reflect the multi-cultural nature of NZ society.

Policy

The Department of Education recognises its responsibility:

1 To provide as far as possible for all children, including those with special abilities, an education suited to their needs.
2 To ensure that children with special abilities are not unnecessarily disadvantaged by reason of gender, ethnic, cultural, economic, social

physical or geographic factors.

3 A variety of educational programmes and resources should be made available to provide for the varying needs of this group.

Implications

1 Positive awareness and attitudes, as well as practical support are essential for the development of suitable provisions. This should be recognised in in-service and pre-service education for teachers.

2 Every school and early childhood facility is encouraged to develop a written policy statement on providing for children with special abilities.

3 All children, including those who are handicapped or poorly motivated should be placed in a learning environment in which special abilities may be identified and provided for.

4 A range of settings, learning environments, methods, resources, organisational patterns and programmes would be required to cater for all children and their special abilities.

5 Parents must be given the opportunity by schools to be involved as partners in the education of their children with special abilities.

6 General information on the nature and education of children with special abilities should be readily available to parents and the wider community.

7 Schools should involve the community in meeting the needs of children with special abilities.

8 Co-ordination between the various levels of the education service is necessary. This includes keeping and exchanging systematic records of progress of children with special abilities; information on programming and personal contacts of teachers and students.

9 The special abilities recognised by the school and the means by which they are identified and provided for should reflect the ethnic composition and expectations within the community. This would involve regular consultations between the school and representatives of the ethnic groups involved.

10 Research and evaluation are essential components of the education of children with special abilities.

Conference members formed five small workshop groups for several days of the conference week to discuss the details and practicalities of providing for children's special abilities and interests. Each workshop produced a paper outlining their concerns, discussion and recommendations in relation to the three principles of the draft policy statement. A summary of proposals for consideration and action by the Department of Education is included (See Appendix).

In addition to the five papers, conference members contributed suggestions for change through the Ministerial Review.

2. The Draft Review of Special Education

Having placed CWSA within special education, the Special Education Division then produced the 'Draft Review of Special Education' for discussion and comment in January 1987. The document was said to be the 'first major examination of special education in New Zealand since the mid 1940's and certainly the most comprehensive. It has involved consultation with a wide range of people representing virtually all the interest groups including parents'. (p1).

The prime concern of the review was identified as being 'with students who are significantly disadvantaged by their learning difficulties in comparison with their peers' (p 14). It then went on to clarify what that meant for CWSA within the context of the review. 'Educationally handicapped students certainly include some who are very able in some ways, or who perhaps could be so given appropriate special education' (p 14) and 'Gifted and talented students will also qualify for resources where a particular academic difficulty is identified' (p 42).

What then of CWSA whose pressing needs come not from their failure to learn but from the failure of the education system to provide for them? The message from the Draft Review appeared to be that this group did not rate highly on the Special Education

Division's list of priorities and that the problem was to be placed on the plates of local educators and parents.

'The needs of gifted and talented students highlight a dilemma that any education system must face : the allocation of resources on the basis of severity of handicap versus cost effectiveness and the need of all children. With the proposed move towards local management of resources, the community view on issues of equity will receive more attention'.

There was also a message for special interest organisations among which the Association for Gifted Children was included:

'These groups represent identifiable special teaching needs. They have developed at a time when the major advocacy groups have established a degree of support for the students they represent and are seeking to obtain similar recognition and resourcing.

'These groups and the department can experience tensions which should not be resolved by the allocation of resources to categories, but new needs-based resource allocations are not possible either unless the suggestions detailed in this review are accepted'.

On the surface the six objectives stated in the draft review for a comprehensive special education programme i.e.

- universal
- integral with other education programmes
- lifelong
- unified across sectors (i e preschool, primary, secondary) and between home and school
- needs based
- effective and accountable

seem equally applicable to CWSA as to those with severe handicaps. However, the discussion of these objectives in the review focusses on the goal of catering for children with learning difficulties so that, for instance 'needs-based' refers to 'each student's identified handicaps'.

This is not to say that the Draft Review has nothing positive to offer. Opportunities for improving provisions for CWSA may well be provided coincidentally if the 31 proposals for sequential development[1] in the review become policy. These include improvement in the administration of special education, the introduction of an up-to-date data-gathering system, a comprehensive review of preservice, specialist and in-service training for 'all involved in Special Education', properly individualised teaching programmes, expansion of the psychological service, appointment of a resource teacher for special education in intermediate and larger primary schools, strengthening and expansion of research activities and use of national residential schools as resource and training facilities.

1 Appendix - 8

Given the 'categorical' basis of the recommendations of the 1985 conference on CWSA[2] and the determindedly non-categorical stance of the Draft Review, it seems inevitable that many of the conference recommendations would be seen as inappropriate by the department. There has certainly been no evidence that any of the conference proposals for development of provisions for CWSA have passed into policy.

Is there, then, any official recognition at present that CWSA are a group requiring assistance above and beyond that provided in a normal school programme? In terms of concerted, consistent policy direction from the department the answer is negative. However the Report of the Committee to Review the Curriculum in Schools (Dept of Education, 1987) offers some promising possibilities for future action.

3. The Report of the Committee to Review the Curriculum in Schools (1987)

The Committee to Review the Curriculum for Schools was set up by the Minister of Education, the Hon Russell Marshall in November, 1984. Its terms of reference in brief were to review the curriculum in schools, prepare material for public discussion and provide advice to the Minister.

The Committee considered that its major task arising out of the review was 'to develop a new basis for

2 Appendix - 9.

curriculum design, and to advise the Minister and the department about that design and the initial steps to be taken to effect it'.

The Committee set out 99 recommendations[3] grouped into six sections :
Curriculum, Management, Teacher Education, Staffing Entitlements, Accountability and Resources.

Three recommendations specifically refer to the gifted :

- Rec. 17 'programmes developed for all students including the gifted and ... the talented ... are consistent with the national common curriculum';
- Rec. 19 'the talents of gifted children are better identified and suitable programmes and resources provided';
- Rec. 66 'there is an increasing emphasis in teacher training on developing skills and strategies in such areas as ... meeting the needs of the talented ... and the gifted ...'

It was seen by the Committee that each of these recommendations should be implemented immediately, the first by School Staff and the Department of Education, the second by the foregoing and parents, and the third by Teachers Colleges.

3 Appendix 10

The particular needs of children in rural areas were recognised directly in Recommendation 94, 'the effects of geographical isolation are balanced by the provision of programmes such as the Rural Education Activities Programme, (REAP) and that there is more financial support for parents of Correspondence School students and greater availability of distance education'.

There are no recommendations specifically referring to rural CWSA.However, these children would benefit from a number of other recommendations of a more general nature. Several are designed to increase flexibility within the curriculum for teacher and pupil e.g. the recommendation that there be a unified school system gives expression to the seventh of the 15 principles[4] on which the Committee believes the curriculum should be based, 'The Curriculum shall be Whole'. The removal of the present artificial barriers between strata of our education system would assist in planning advanced programmes for CWSA. Similarly Recommendation 40, to 'open up the boundaries between schools and other educational institutions ... including access of students to continuing education evening classes' could provide resources for enrichment not presently available to CWSA.

There are several recommendations involving the better use of time and space within the school

4 Appendix 11

(38), taking into account the educational value and financial costs of learning experiences outside the classroom (41) and recompense for resource people from the community (52) which, if adopted, would ease programming for CWSA in the wider environment.

Recommendations involving preservice training for teachers in managing multilevel groups (66) and regular inservice training, study, and refresher leave for teachers would prove beneficial in extending skills and reducing the effects of isolation for rural teachers. Important recommendations also include those aimed at improving teachers' knowledge of assessment and evaluation procedures (66, 72, 88), establishment of a national policy to ensure that students at all levels have greater access to computers as tools for learning (33), and an in-depth review of support services for teachers and children. (79, 81).

Some of these recommendations, if adopted, will go some way to match the proposals of the 1985 conference. However the needs of rural CWSA have not been addressed and the reference to distance education is vague. To avoid 'reinventing the wheel', the definition, policy statement and proposals recommended by the 1985 conference should be used as a reference point by those entrusted with actioning

the recommendations of the Committee to Review the Curriculum with respect to CWSA. There should then be a further, more detailed, statement of a model of giftedness and talent to be adopted by the Department of Education, consistent preservice and in-service training for teachers and standardised guidelines for identification and selection. The limitations of REAP programmes in providing for CWSA should be researched and more adequate models of rural and distance education devised.

PART III

REPORT OF THE STUDY

The five chapters of this section of the thesis will describe and discuss data gained from the study under the following headings:

A	Aims and Procedures
B	Analysis of Responses from the School Survey
C	Analysis of Responses from the Teacher Interviews
D	Analysis of Responses from the Parent Questionnaires
E	Analysis of Responses from the Pupil Questionnaires

A) AIMS AND PROCEDURES

General aims of the study were:

a) To establish whether a group of CWSA existed on the Coast and if so,

b) what could be discovered about the quality of educational provision being made for them.

Specific aims developed from the above were to investigate:

a) teachers' understanding of the concept of CWSA

b) procedures used by teachers in identifying CWSA

c) teachers' organisation and management to meet the needs of CWSA

d) resources available to teachers in catering for CWSA

e) difficulties identified by teachers in catering for CWSA

f) the degree of parent agreement with teachers in nominating children as CWSA

g) the degree of parent satisfaction with their children's education

h) the degree of satisfaction expressed by the CWSA themselves concerning their school experiences

Since one of the specific aims of the study was to investigate teachers' understanding of the concept of CWSA there was no definition included by the researcher with the survey material. Because the term CWSA was not considered familiar to most teachers, the title 'Gifted and Talented' was used in the initial letter to principals. The term

CWSA was used on the survey form and in later material.

Overview of Method

The study involved the collection of descriptive data from principals, teachers, parents and pupils on the West Coast of the South Island.

The first stage of the study involved a survey of all primary schools, area schools and Form 1-7 schools on the West Coast. The survey form[1] was posted to schools in July 1986 with a covering letter attached[2] explaining the context and rationale of the survey and asking each school to nominate CWSA in their school. A reminder letter[3] was posted in October to those schools which had not responded. The remaining few were then rung in November to solicit replies.

The second stage of the study was actioned in March 1987 when parent[4] and child questionnaire forms[5] accompanied by an explanatory letter[6] were sent to those schools which had nominated CWSA. Principals were asked to send home the parent questionnaire form and accompanying letter[7]. The parents were given the rationale for the study, requested to complete the form(s) on their child(ren) and return either to school or to the Psychological Service.

Principals were asked to have the nominated child(ren) complete the pupil questionnaire form. Sample forms were added so that those principals and teachers reluctant to mark out one pupil, could administer the questionnaire to the whole class.

1 Appendix 1

2-7 Appendices

The third stage of the study involved personal interviews with a sample of teachers who had nominated the CWSA. These interviews were carried out over the first and second terms of 1987. Selection of the sample was dictated by the demands of the psychologist's workload in a district where distances are great. Wherever possible, teacher interviews were held as the writer was servicing different areas of the district. Some additional interviews were carried out at weekends.

The Sample

The samples of principals, teachers, parents and pupils were drawn from the total population of 52 schools on the West Coast which cater for new entrant to Form 2 pupils (See Table 1). These included two area schools, two F1-7 schools and five catholic schools.

a) Schools (N = 41)

Returns from the survey were received from 47 of the 52 schools ie 94% response rate. Of these, six were returns that did not offer any information which could be used in collating the results of the survey. Thus the response rate from 41 schools in terms of useful information was 78.8%. (See Table 2)

In one large school six individual teachers completed the form. The remainder returned only one questionnaire per school. This then gave an individual teacher response rate of 88.5% (N = 46).

Table 2

Schools Returning Completed Survey Forms

by Size, Type and Position of Respondent

No of Staff	Type of School	Position	No
Sole-charge	State Primary	Principal	11
Two-teacher	Catholic School	Act. Principal	1
"	State Primary	"	1
"	"	Relvg.Principal	2
"	"	Scale A Teacher	1
"	"	Principal	6
Three-teacher	"	"	4
"	Catholic School	"	1
"	State Primary	Scale A Teacher	1
Four-Six Tchr	"	Principal	5
"	"	Scale A Teacher	1
Eight to Twelve Tchr	"	Principal	2
"	"	Dep. Principal	1
Fifteen-Seventeen Teacher	"	Principal	1
"	"	Scale A Teacher	1
	F1-7 School	Principal	2
			41

Where survey data is being discussed, a differentiation is made between school responses and teacher responses.

b) Pupils (N = 74)

Seventy four pupils were nominated as CWSA by the staff of 25 schools. The sizes of schools nominating CWSA are shown in Table 3. All pupils nominated and subsequently surveyed were enrolled in primary school classes in 1986. Questionnaire forms were returned on 53 pupils (70%).

c) Parents (N = 67)

Seven families had two children each nominated as CWSA. 53 parent questionnaires were returned. Where there were two children in the family, two separate forms were completed.

d) Teachers (N = 16)

Sixteen teachers were interviewed from the 25 schools which nominated CWSA. Each teacher came from a different school and was the 1986 class teacher for the nominated child. (These teachers discussed in depth 20 children.) For size of school and position of the teacher in the school, see Table 6. (Page 95)

Table 3

Pupils Nominated as CWSA by Size of School

Size of School	No.of Schools	No of Pupils Nominated
Sole-Charge	6	7
Two-Teacher	5	17
Three-Teacher	4	6
Four-Six Teacher	4	10
Eight-Twelve Teacher	3	18
Fifteen-Seventeen Teacher (includes one F1-7 school)	3	16
Total	25	74

B) ANALYSIS OF RESPONSES FROM THE SCHOOL SURVEY

Introduction

The survey form[1] sent to principals of schools consisted of an initial page designed to collect:

a) identification data on i) the school and ii) the respondent.

i) School information concerned the number of staff and children in the school.

ii) Information on the respondent included sex, position held in the school, length of service, academic qualifications held and training in or knowledge of CWSA.

The main body of the survey form then consisted of five open-ended questions designed to investigate:

b) the number of CWSA in the sample schools;

c) the methods used by teachers in identifying CWSA;

d) programmes or activities used by teachers in catering for CWSA

e) resources outside the school used by teachers in catering for CWSA

f) difficulties encountered by teachers in catering for CWSA

Data from each of the survey questions is presented and a summary given at the end of each section.

1 Appendix 1

1 IDENTIFICATION DATA

1.1 School Information

The number of schools returning completed survey forms was 41. (See Table 2). The number of staff in the schools ranged from 1 to 41 with an average of 4.7 teachers and a median of 2.

The number of children in the schools ranged from 6 to 570 with an average of 91 and a median of 45.

1.2 Respondent Information

Those who had taken responsibility for completing the form were, in the majority of cases (32), the school principal. However, forms were received from two acting principals, two relieving principals and one deputy principal. In four schools this responsibility was undertaken by a Scale A teacher. Twenty seven respondents were male and fourteen female. Respondents' length of service in the present school ranged from two days to 33 years. Average length of service was 4.5 years and the median, 3 years.

Respondents' Qualifications

Thirtyfour respondents completed the section on teacher qualifications. These ranged from a Trained Teacher's Certificate only to those holding a completed degree in addition to teacher training.

(See Table 4).

Preservice Training

Eight teachers (17% stated that they had received some preservice training in catering for CWSA.

Table 4

Qualifications Held by Teachers Responding to the School Survey

Qualification	No.	% of Total
No response to question	7	
Trained Teachers Certificate (TTC) or Diploma in Teaching	21	68
Higher/Advanced Diploma in Teaching	3	7.5
TTC plus incomplete degree/diploma	3	7.5
Diploma in Teaching plus degree	7	21
Total	41	

One teacher had trained in England. Of the remaining seven, four had attended Christchurch Teachers' College, and the rest had trained at North Shore Teachers' College, Auckland Teachers' College and Waikato College of Teacher Education respectively. In each case a block of work appears to have been embedded in a more general course eg -

'Introduction to idea of gifted children and that they need extension - lecture basis'

'Introduction to Children with Special Needs (15 hour 1st level course)'

'Brief seminar-type elective. Essay for assessment. No practical or observation.'

In-service Courses

Eight teachers (17%) stated that they had been involved in some in-service training on catering for CWSA. None had attended a course longer than two days and, with the exception of one respondent who had attended a Hogben House course in the 1970's, all had attended locally run courses - eg Teacher-Only Day Waimate area, one-day course Rotorua, two-day course Nelson. A one-day course had been organised in Greymouth in 1983. This had been chaired by one respondent and attended by one other.

University Courses

Six teachers (13%) nominated papers which dealt with the area of CWSA, two at Massey University, one at Canterbury and one at Waikato. Two respondents

did not specify which university they attended. Of the six, only one teacher had taken the paper 'Education of Gifted and Talented' from Massey University. Other papers taken dealt with 'Atypical Children', 'Exceptional Children' and 'Teaching Children with Special Needs.'

Significant Literature Read on Gifted and Talented Children

Eight teachers (17%) referred to literature which they had read on CWSA. Several of these mentioned texts and handouts related to courses taken and two specified Departmental handbooks.

Discussion

Information from the identification section of the survey shows the majority of schools in the sample to be small with a preponderance (54%) of one and two-teacher schools. In this the sample is representative of the area as a whole. Surprise omissions from the sample were the two area schools and the one intermediate school in the area, based in Greymouth (see Table 5). These three schools would account for 500-600 children altogether and it seems unlikely, when contributing schools were identifying CWSA, that there would be none in larger schools. Four to six teacher schools were also under-represented in the sample with Catholic primary schools particularly, not responding to the survey. Again, it seems unlikely that there would be no CWSA in these schools. One possible explanation for their lack of response is that teaching principals in this size school are under more pressure than most others because of lack of release time, and because of this a survey would receive little priority.

In most schools, principals took responsibility for responding to the survey. In only five schools was the task delegated. Only one school returned separate forms from all class teachers who nominated CWSA. Two principals indicated verbally that there had been staff discussion concerning children to be nominated

Table 5

Schools Not Returning Data on Survey
by Size and Type

Size of School	Type of School	No.Return	Nil Return	No
Sole-Charge	State Primary	-	1	1
Two-Teacher	"	-	2	2
Three-Teacher	"	1	-	1
	Catholic Primary	1	2	3
Four-Six Tchr	State Primary	1	-	1
Eight-Twelve	"	-	-	0
Fifteen-Seventeen	"	-	-	0
Intermediate	"	1	-	1
Area School	Area School	1	1	2
Form 1-7 Sch	Form 1-7	_	_	0
Total		5	6	11

but it is impossible to know to what extent the final nominations or lack of them reflected the principal's view rather than that of classroom teachers.

The majority of respondents were male (66%). This imbalance tends to coincide with a trend nationally for males to outnumber females in senior positions in a school.

Schools on the West Coast have a high turnover of staff. This is reflected in the figures for length of service in the respondents' present schools. It is interesting to note, furthermore, that between the survey and time of writing, 17 of the 41 respondents (42%) have moved from their schools. Six (15%) have moved to new positions on the West Coast, one has gone on Volunteer Service Abroad for two years and 9 (22%) have left teaching or left the district to take up new positions.

The qualifications of the respondents were generally poorer at the lower end of the scale than figures given nationally from the National Career Path survey on teacher qualifications held when commencing teaching (National average 57%). (See Table 4). Assuming that the seven respondents who did not reply to the question held only a Teachers' Certificate or Diploma, 68% of this senior group of teachers had no tertiary qualifications. While it is possible that a number of class

teachers on the West Coast may hold tertiary qualifications thus rendering this result unrepresentative, this seems unlikely as qualifications are significant in the gaining of principals' positions in small schools. The West Coast sample numerically favoured men (66%) and The Career Path survey findings also showed that men (46%) are more likely than women (23%) to gain additional qualifications after entering teaching.

Teachers with some tertiary papers including those with Higher or Advanced Diploma in Teaching in the West Coast sample, numbered 15% of the total as opposed to a mean national figure of 30%.

The West Coast group holding a completed degree, however, ranked higher than the national average. The Career Path survey showed 10.1% of commencing teachers to hold a degree, whereas 17% of the West Coast respondents had completed a degree. Five of the group were principals, one a relieving principal and one a Scale A teacher.

Responses to the questions on preservice and in-service training show that fewer than 20% of respondents had gained any formal knowledge or qualifications in the area of catering for CWSA either before or during their teaching service.

2) NOMINATION OF CHILDREN

'Please nominate any children in your school whom you would consider as being in the category of CWSA (G & T). Give reasons for your choice.'

If mainstreaming of children with special needs is to be successful, classroom teachers, on whom the responsibility of identification falls, must be knowledgeable and confident in such areas as special abilities. They must have readily to hand checklists and sets of procedures such as those suggested in chapter IIB which they can use to justify decisions made about provisions for children.

In response to the above question, 74 children were nominated from 25 schools. A breakdown of the sizes of schools nominating children is shown in Table 5.

A surprising omission, in this section, was the lack of children nominated from the larger of the two F1-7 schools in the area. It was clear, from the response, that there were likely to be CWSA in the F1 and 2 classes ..'We would have an average of 1 or 2 in each year's intake. Occasionally there are more (or fewer) in a given year. (We take about 100 new pupils each year). The pupils I am referring to are those with extraordinary ability (ie - in the top 1 or 2% in NZ) in terms of their brainpower or manual dexterity or athletic

prowess or artistic ability or creativity or ...etc.' However, the respondent stated, 'These answers are pretty general - to be more specific would take quite a lot of time and I'm not sure that that is warranted.'

Those teachers who nominated children as CWSA gave responses ranging from brief to comprehensive and thoughtful.

At the 'brief' end of the scale, there were 13 children (18%) nominated as CWSA for whom no rationale or criteria were given. A further 23 (31%) were nominated as having special ability in one area only eg 'computers,' 'creative writing,' 'language,' 'musical ability,' 'academic excellence.' Seven children (95%) were nominated only on the basis of normed test results. The tests quoted were the Test of Scholastic Abilities (TOSCA) and the Progressive Achievement Tests (PATs). Scores quoted on the TOSCA were at the 93rd and 96th percentiles respectively. Where PAT results were nominated, the individual test scores quoted included those for Reading Vocabulary, Reading Comprehension, Listening Comprehension, Mathematics, Reference Material and Maps/Graphs. Scores quoted range from the hundredth to 92nd percentile where the PAT scores were the only criteria. When used in support of TOSCA scores (2 cases), PAT scores were quoted between the 86th and 59th percentiles.

The remaining 31 Children (42%) were nominated as having special abilities in more than one area. While some responses were again very brief -eg 'Maths and Reading,' others (16-20) suggested more careful assessment and observation, eg -

- "D.N. Age 7 yrs 3 months. Classification Std 1. D's general language facility suggests giftedness. His logical thinking and way of expressing ideas is quite mature. His reading age is in the 9½-10 years range. PAT Listening Comprehension percentile 1986 100%. D. was supposedly too young to take this test. His score is not really valid.'

- 'J.O. demonstrates marked use of initiative. Very resourceful and independent especially in choice of reading material. Exceptional spelling ability. Very attentive listener with a high degree of comprehension and mature, thoughtful responses to discussions.'

The criteria most frequently cited appeared to be special ability in reading/language with a number of responses referring to general academic ability and skills such as listening, thinking and reasoning. Ability in maths was generally included in multi-category responses rather than as a single area of ability. Small numbers of children were nominated in sport, the cultural subjects and areas of personal competence such as independence, initiative and maturity. Only one response mentioned and affective area.

3 IDENTIFICATION CRITERIA

'What have you used/would you use in order to identify CWSA (G & T) in your school?'

If a policy of non-segregation and non-categorisation of CWSA is to adequately cater for children in New Zealand primary schools, general classroom teachers must understand the principals underlying the identification process (Renzulli, 1984). They must then have access to and use in their daily practice, resources for identification developed specifically to fit current New Zealand education philosophy and policies (Auckland Newsletter; Reid (1978), Freeman (1981).

The aim of the above question was to gain some understanding of the extent to which West Coast teachers were familiar with the principles and methods of identification of CWSA. There were 44 teacher responses which tended to fall into four categories.

i the use of standardised tests and other documentary resource material;

ii the judgement of resource people seen as having greater expertise than themselves;

iii teachers' own judgement

iv a statement of perceived characteristics of CWSA.

Fourteen respondents (32%) gave a one-category response, and a further six (14%) gave a two-category response eg teacher observation plus testing.

a) Standardised Tests

Twenty-one respondents (48%) mentioned some form of testing in all cases in conjunction with at least one other source of information.

The most readily used test was the PAT (15 responses) with one teacher specifying that results must be in the 90+ percentile range.

Tests of general ability included (unspecified) IQ tests (2 responses), TOSCA (3 responses) and the Maze test (1 response).

A number of responses concerned tests of reading such as the BURT Word Recognition Test (2 responses), LARIC (1 response), six year old test (1 response), (presumably referring to the Diagnostic Survey), running records (3 responses) and reading inventories (1 response).

The PRETOS Spelling Test and Item Bank examples each received one nomination in conjunction with other information.

Four respondents thought formal or standardised

tests (unspecified) should be used, and nine responses referred in general terms, to suitable/evaluative/or personal class testing - oral and written.

Two respondents referred to 'criteria lists' and three respondents would rely on P & A cards containing previous teachers' comments.

b) Resource People

Fourteen respondents (32%) nominated resource people whom they would consult as part of the identification process. Twelve respondents (27%) looked to the Psychological Service for assistance, with seven (16%) citing the psychologist as their only reference point for identifying CWSA. There was one nomination each for the Rural Advisor, the Visiting Teacher, the School Principal, other staff members and 'a suitable expert' (unspecified).

One respondent nominated 'Correspondence work - application through D.S.I.'

c) Teacher Judgement

Ten teachers (23%) felt they would rely on their intuition and experience. Eleven, of whom only two overlapped with the previous group, felt that teacher observations were important. One teacher would use parent interviews and three others spoke of discussion, comparison and personal interviews

with children. One respondent would use in-depth questioning during studies to reflect the child's depth of thought and reasoning.

d) CWSA Characteristics

Fifteen (34%) respondents cited characteristics of CWSA such as would be found in the four dimensions of the Renzulli-Hartman Rating Scale (1971)[1]. Eight respondents (18%) would use standardised testing in addition to observation of behaviour characteristic of CWSA but only one of these would further gain advice from the Psychological Service, conduct parent interviews and consult past records. One of this group specifically looked also at offering opportunities for children to demonstrate leadership and organizational skills.

CWSA characteristics cited by the 15 respondents were as follows:

i) Learner characteristics

- wide, advanced or complex language skills for age.
- speed of mastery of new concepts and attaining accuracy.
- advanced insight and understanding
- an inclination to be investigative and analytical
- general statements such as 'general classroom work' and 'advanced behaviour'.

1 Appendix 12

ii) Motivational characteristics

- boredom and unsociable, disruptive behaviour
- independence of work and thinking
- intense interest, concentration and application to tasks
- organisational skills
- over-anxiety or unwillingness to contribute.

iii) Creativity Characteristics

- problem-solving ability
- lateral thinking,
- advanced sense of humour, wide range of interests
- creative ability, creative play, creative writing and artwork. (These terms were not elaborated or defined).

iv) Leadership Characteristics

- physical and sporting prowess
- good social skills
- popularity/extraversion.
- introvertion and isolation from their peers
- 'loud' behaviour.

Eight respondents referred to 'abilities' such as mathematical, musical and artistic ability, specific or above average ability in any subjects or areas of the curriculum. These terms were not defined.

e) Summary

Responses to this question revealed a general lack of confidence among teachers in the sample in the identification of CWSA. For 16%, identification would depend solely on a psychological assessment of the child. Just under half (46%) cited only one or two criteria on which to base a judgement. Less than half of all respondents would use standardised testing. Where a test battery was cited, the preferred tests were the PATs, probably the most commonly used and required standardised tests in New Zealand primary schools, tests moreover which assess only a limited area of ability.

43% of the respondents spoke of using 'intuition, experience or observations.' It was not clear, however, from the responses, how reliable such judgements would be.

Of those who revealed some knowledge of behaviours and abilities characteristic of CWSA, fewer than 20% linked the use of such lists with confirmatory information from objective data or statements from knowledgeable resource people.

4 PROGRAMME DATA

'Could you please note any particular programmes or activities you have used with CWSA.'

Thirty teachers (65%) responded in this section. Responses generally covered extension and individualised independent study as approaches for catering for CWSA. eg 'Freedom to pursue particular interests within daily classroom programmes...'
'Extend the children in every way possible. Old Maths books, tape programmes, make puppet shows, computers and every creative area possible.'
Thirteen respondents spoke in general terms of extending CWSA within a whole class topic or within groups.

A further sixteen respondents referred to the use of individualised programmes, research studies or contracts for CWSA. Five of these allowed the child the choice of topic selection. Three respondents specified steps required of the children such as 'selecting the topic, planning what (s)he wishes to discover during the study, setting own goals and evaluation.'

One respondent emphasised the importance of building children's self-concepts as capable learners.

Several responses suggested that teachers offered wider choices to CWSA but that they also made greater demands

upon them. However, only three respondents suggested an organisational flexibility allowing CWSA to move outside their class or grade level. One sole charge teacher stated that she placed children at their own ability level regardless of grade classification. A respondent from a Form 1-7 school suggested that CWSA could have the opportunity to take an extra subject, and a respondent from an undecapitated town primary school suggested that CWSA could be catered for in other classes for special subjects. It was not clear whether this was actual practice in the school.

One respondent quoted a programme run for CWSA at a previous school which was carried out in the children's own time and one other cited a 10-week programme run at a previous school, with preselected children, based on a nearby estuary. Five other respondents made general statements about expecting greater responsibility and challenging CWSA more in the area of study skills.

Eight teachers nominated specific resources used. These included old Maths books, tape programmes, Core Library and SRA reading resources, 'Adventures in Thinking'[2], Correspondence School programmes and language units developed by Prue Densem and Libby Beard of Canterbury University.

One respondent cautioned 'One must be careful that the gifted child does not become bored.' Two others admitted

2 Dalton (1987)

to a lack of expertise in both identifying and programming for CWSA.

Three respondents cited large class numbers as a reason for their lack of individual programming for CWSA.

Two sole charge teachers were openly negative : one did not see the need for a special programme or for removal from the daily class programme and felt that such approaches smacked of elitism; the other stated that in a full class or multi-class situation, 'brilliant kids can be a pain in the ass!'

In summary, of the 46 teachers who responded to the survey, only 30 (65%) gave a response in this section.

Of those who responded, 23% openly expressed inadequacy or negativity in offering special programmes for CWSA.

The majority of respondents attempting to cater for their CWSA were using extension activities within teacher-directed class activities (43%) or were setting or negotiating independent projects within the school (53%). A small minority catered for CWSA outside of their class grouping or classification and 6% of respondents had had previous experience in running a special programme for CWSA.

5 DATA ON RESOURCES USED

'Name any resources outside school which you have called upon/would call upon to assist in catering for CWSA.'

If generalist teachers are to cater effectively for CWSA in the ordinary classroom, they must have ready access to resources. These may come in the form of advisors and mentors, or they may be manufactured programmes (written, computerised or on film). They may be made available through the Education Department or through the community.

The aim of this question was to identify those resources for teaching CWSA readily available on the West Coast and the extent to which they were recognised by teachers.

Thirty teachers (65%) responded to this section of the questionnaire and resources nominated fell into three broad categories :

a) People

b) Services

c) Manufactured materials

Of these, the first two could then be subdivided into Education and non-Education.

a) People

Of Education Department and Education Board officers, those most frequently recognised as providing expertise

in the area of CWSA were the Psychological Service (16 responses) and the Rural Advisor (9 responses). Also mentioned were subject advisors (5 responses), school inspectors (4 responses), the Visiting Teacher and other principals (3 responses each). One individual named a local principal who had in earlier years been involved with a Saturday morning group for CWSA.

Individuals nominated who were not employed in Education were parents (3 responses), town librarian, scouts, a stamp collector, a chess player and a commercial fisherman (1 response each). There were also general suggestions concerning resource people in the community or people with special craft ability (3 responses).

b) Services

The educational services nominated included National Library Service and the Correspondence School (5 responses each), the Teachers Resource Centre (4 responses), Teachers College (2 responses) and secondary schools (1 response). Community sources (1 response each) were: sports clubs, museum, libraries, employment agencies, local resources.

There had been a Saturday Group set up for gifted children in Greymouth in earlier years. However this had had to be disbanded in spite of help being sought from principals and Federation of University Women.

c) Manufactured Materials

Manufactured resources included only the computer (2 responses) and newspaper kits (1 response).

d) Summary

The low response rate to this question suggested that a number of teachers were not able to identify helpful resources in the area of CWSA.

This is partly a reflection of the fact that the department provides few resources to assist teachers in this area. However, some resources which are provided, such as the National Library Service and the Correspondence School, were identified by only 11% of the teacher sample. The Teachers' Resource Centre was identified by only 9%. In the 'manufactured' category there were only three responses, none of which identified handbooks, guidelines or programme outlines for teachers.

The lack of positive response to this question, then, seems to arise from both inadequate provision on the part of the department and a lack of knowledge on the part of teachers of which resources are available to assist them.

6 DATA ON DIFFICULTIES ENCOUNTERED

'Have you encountered any particular difficulties in catering for CWSA in your school? If so, please describe.'

Twenty one (46%) respondents reported difficulties which could be grouped into 3 categories:

a) Problems personal to the teacher

b) Problems belonging to the child and

c) Problems over organisation or resources

a) Teacher personal problems

Three respondents admitted to a lack of knowledge in identifying CWSA, one particularly identifying difficulties with children at the 6-7 year level. A few others expressed feelings of guilt and inadequacy concerning lack of knowledge about CWSA, about programming and the evaluation of programmes.

b) Child-centered problems

Several responses centred on the problem of remoteness and lack of contacts with other children of similar ability. One respondent saw a need for the children to have opportunities to participate in group activities where they were not the designated leader.

Some responses relating to children's temperament included the child using his potential in anti-social ways, highly sensitive emotional behaviour and the need for greater motivation.

c) Organisational/Resource Problems

Personnel problems were identified as a lack of resource personnel, insufficient staffing, lack of teacher ability and a reluctance on the part of teachers to vary from the normal programme.

Class numbers seemed to present problems in different ways. Two respondents found large class numbers a difficulty while two had problems in catering for CWSA within a multi-class situation. One respondent found it difficult to assess high ability in a small class situation and small numbers never yielded enough children to set up a special group. However, one teacher was concerned about the effect on slow children of grouping fast learners. For a teaching principal the high number of interruptions caused problems.

A lack of resource programmes and the time needed to prepare appropriate programmes caused difficulties for five teachers. Allied to this, in remote schools, were logistical problems involved in ordering and returning gear, eg 'Locating materials, ideas, resources for extension activities taking into consideration remoteness. Within the school there are limited resources and experiences offering. Most have to be ordered or sent from Greymouth and returned! which can be difficult.' (sole-charge teacher).

d) Summary

With two exceptions, teachers responding to this question had nominated CWSA in their schools.

Seven (15%) of those who did not respond to this question had nominated CWSA but indicated that they had no problems in catering for them.

By far the largest problem area (62% response) was seen to be that of organisation and resources, eg insufficient expertise, difficulties in organising classes to cope, a lack of appropriate programmes and difficulty in accessing those which do exist.

C) ANALYSIS OF RESPONSES FROM THE TEACHER INTERVIEWS

INTRODUCTION

The case for 'mainstreaming' children with special needs including those with special abilities, rests on the existence of a universal ideal teacher who in Freeman's words, possesses 'a high degree of professional acumen' (1981, p 10). It assumes teachers who possess many of the desirable personal characteristics of a good teacher identified by Reid (1978). It also assumes a high degree of professional competence. The Curriculum Review (1987), in its section on 'Learning, Teaching, Evaluating' states:

'Teachers must play the central role in implementing these processes of learning, teaching and evaluating.....' (p 15).

It was believed that the initial survey of schools on the West Coast would identify a sample of CWSA and would shed light on some general issues of importance to teachers. However, it was also considered that a more indepth examination was required in order to assess the degree to which general classroom teachers were able to correspond to the ideal of effective teaching being articulated in official documents.

METHOD

A structured interview[2] consisting of open-ended questions was used with a sample of teachers who had nominated CWSA in their classes.

2 Appendix 14

The interview was used in addition to the survey in order to elicit more precise information on teachers in the following areas:

1) teaching style/philosophy and attitudes to teaching
2) background influences and training
3) management strategies
4) use of colleagues, community and parents as resources
5) knowledge and management of child(ren) nominated

Interviews were recorded on audiotape and in the interests of accuracy so that teachers' flow of ideas was not inhibited by the need to wait for information to be written down. Transcripts were then made from the audiotapes and responses analysed from the transcripts.

SAMPLE

The selection of teachers was constrained by the demands of time, distance and a full workload. However, 16 of the 25 schools nominating CWSA were represented.[3] 50% of these were sole-charge and two-teacher schools, corresponding to the 54% in the total district. All other school-size groupings were represented in the interview sample, including the F1 - 7 school which had nominated CWSA. Male and female teachers were represented 44 : 56%.

Teaching service of the sample was 6 - 37 years. Mean

3 See Table 6

Table 6: Teachers interviewed by Size of School and position Held.

Size of School	Position in School	No. Interviewed
Sole-charge	Principal	5
Two-teacher	"	2
" "	Acting-Principal	1
Three-Teacher	Principal	3
" "	Scale A Teacher	1
Four-Teacher	Principal	1
Six-Teacher	Scale A Teacher	1
Fifteen-Teacher	List A Teacher	1
Seventeen-Teacher	Senior Teacher	1
Total		16

length of service was 15 years, median 10.5 years. This group were, therefore, experienced teachers, 81% of whom had achieved promotion to a senior position.

20 of the 74 children (27%) nominated were discussed in these interviews.

Analysis of the data and summary statements are divided into the five sections given in the method section above.

SECTION 1: Teaching style, philosophy and attitudes to teaching.

The Curriculum Review states that to be successful in helping students to learn, teachers must be:-

- "enthusiastic about teaching and learning
- secure in themselves, and able to respond constructively to criticism and challenge
- confident in their own knowledge and skills
- able to evaluate their own teaching and modify it as necessary
- able to gain the confidence of their students
- able to establish a climate for learning that is challenging and stimulating yet not threatening."

If a teacher is to work effectively with a class of chidren, (s)he must balance the need to be sufficiently warm and relaxed to gain the confidence of children with the requirement of organising a sizeable group in the accomplishment of set tasks.

The first set of questions attempted to gauge teachers' present attitudes to teaching and their teaching style.

TEACHER INTERVIEW

Section 1 (a) 'First I'd like us to talk about you as a teacher, your teaching style. How would you describe yourself as a teacher? Authoritarian? Strict? Permissive Relaxed? Friendly? Fair? In control? Anxious? Tense?

The two most identified key words were 'relaxed' (10 responses) and 'in control' (11 responses) with eight stating they could be both. Six described themselves as 'fair' and there were five responses for 'friendly' and 'strict' respectively. Four teachers emphasized having fun.

The 'strict' end of the continuum was represented by two teachers e.g.:

'Rather old-fashioned. I like firm discipline in the classroom. I like the children to know that I am there as a guide and as a means of motivation but that I don't want to waste any time of the day with discipline. I make that very clear right from the beginning. What I say goes and get on with the learning job ... a certain aloofness makes for good discipline'. (Scale A teacher).

'Old fashioned, disiplinarian. Up-to-date in most of my subject areas because I can keep abreast of all the things that are happening. I try new ideas a lot but I'm certainly the teacher that doesn't have a lot of loud noise in the room. I expect the children to work ...' (Teaching principal).

TEACHER INTERVIEW

At the other end were two teaching principals with a different orientation e.g.:

'My main aim is to have my staff and pupils in a happy and cheerful, relaxed frame of mind. You can't achieve anything if people have tensions or things bugging them so I like to build my whole day up to a climax where everyone goes away smiling and laughing and feeling good ...'

'I see myself as being very relaxed. I'd be more easy going by nature and I believe that I can get a better response from children by leaving things more open in the classroom rather than running a strict, rigid programme where they are filling gaps and sentences ...'

This principal and one sole-charge teacher verbalised a perceived need to facilitate rather than direct learning e.g.:

'My policy is that there is more than one teacher in the classroom and that they are going to learn maybe more from each other than they will learn from me. I try to facilitate the learning' (Ibid)

'I view myself as a catalyst. I provide experiences, assistance, help and the opportunities for the children to take part in these experiences and use me as a control

in the learning process and as an end result I have no change on the child. The child hasn't used me. The end product hasn't involved me as such in the child's mind.' (Sole-charge teacher).

Three respondents recognised that they had become more relaxed over time e.g.:

'When I first started I was (strict) because they hadn't had consistent teaching for eight years but now I have a fairly easy relationship with the children, having a lot of fun together ...' (Sole-charge teacher).

'Much more relaxed than I used to be. In the last four years, in particular, when we were still a 2 teacher school, we decided to develop a caring, sharing school ... We find the behaviour of the children has improved. The tone is good and the work habits are better than when I was far more authoritarian as I perhaps used to be ... We are trying alternative methods of discipline ...' (Teaching principal).

'Fairly relaxed. I possibly used to be a little more strict and traditional than I am now ... The last couple of years I have relaxed a lot. Things are fairly informal now.' (Sole-charge teacher).

Two teachers admitted to inconsistencies e.g.:

'Programme-based with children ... I don't go out of

my way to be negative with the kids. I am quite moody When I am friendly I am friendly. It varies.' (Scale A teacher).

'This fluctuates. Some days I feel quite happy with the way I do things, many times I feel totally dissatisfied ... I'm not strict and not permissive. I try to work on the basis that I'm another human being that has feelings and is trying to do a job with them ... Routines and keeping to right schedules are things that tend to be difficult ...' (Teaching principal)

TEACHER INTERVIEW

Section 1 (b) 'Do you feel happy in teaching right now?'

Ten teachers gave an unqualified positive response.
Six (38%) were generally positive but qualified their answers e.g.:

'Yes and no. I'm not 100% happy with the way education is going right now. I feel uncomfortable with the fact that we are asked to do so much. I'm happy with teaching and working with children, happy in my job. I feel that there are stresses placed upon teachers by other powers. I feel we are answerable to so many people and are expected to be performing tip-top all the time.' (Teacher - town school).

'I do. I like the teaching side but I don't like the administration, filling in forms side of things.' (Teaching Principal, 3-teacher school).

'I'm not unhappy with the job but there are a lot of factors in teaching now - a lot of new work to overcome.' (Scale A teacher, town school.)

'Yes. I feel very pressured because of all the new subject areas. Quite happy with my teaching.' (Principal, 2-teacher school.)

TEACHER INTERVIEWS

'I couldn't say right now as my health has not been good over the last six months and it has made me have doubts whether it is fair to the children ...' (Sole-charge teacher.)

'I feel happier this year than I have done for a long, long time. I remember telling the inspectors last year that I was going to work in a mill. The additional responsibility that we are carrying now, the pressures from the public, the scrutiny that we are under, the criticism from departmental heads etc. almost gives us an inferiority complex. There were a lot of teachers feeling the way I was. With all the people on your back these are frustrating. Fortunately, I have good parents here and they know what is going on, so if you can justify yourself then that is fine. At the same time with the papers poking at you, letters in the paper, ministers or would-be ministers are throwing arrows, one gets a little bit frustrated.' (Principal 3-teacher school).

TEACHER INTERVIEW

Section 1 (c) 'What do you like most about teaching?'

a) Interaction with children

Thirteen teachers (81%) stated that they gained their job satisfaction from their interaction with children e.g.:

'A good relationship with the children is most satisfying ...' (Teaching principal).

'I absolutely love children. I hated it when I was up North as an STJC, not having a class.' (Sole charge teacher).

'Seeing the children progress. Helping a slow child to achieve something at his level even if he is nine and is just reading the Boat Day Book. If he is fluent and looks up at you and says, "Gee I like this book", you really think that is what you are there for.' (Scale A teacher, rural school.)

b) Autonomy on the job

Several responses referred to a satisfying degree of autonomy and variety e.g.,

'...I took the step of going for Principal. I was just about driven up the wall where I was because I wasn't in a situation where I could make final decisions. I couldn't be in a position to lead people

to make final decisions for me, for example getting on with following a project or starting off an idea. Now I am in a position where I can instigate something and try with my own class. I don't have to put it on anyone else. I'm only answerable to myself. (Teaching Principal, town school).

'I like the children, being in command, like challenges. I don't like teaching things year after year the same. I introduce different topics each year to my Social Studies kids and my Reading and Language kids.' (Scale A teacher, F1-7 school).

'Satisfaction of position within the community. You are centre within a rural community, focal point. Varied styles that go with teaching, e.g. outside or inside depending on what programme it is.' (Sole charge teacher).

'I like the variety, I like dealing with people, never boring as there is always something new ...' (Teaching Principal, small town school).

One teaching Principal with 29 years in a rural school experienced further depths in relationships e.g.:
'As I have got older the fund of ex-pupils and the contact you continue to maintain with them.'

TEACHER INTERVIEW

Section 1 (d) 'What frustrates you?

Fourteen teachers responded to this question.
For a number of them (64%) there was a sense of pressure associated with perceived workload and lack of time. 21% mentioned balancing the need to keep up with changes in curriculum with their role as classroom teacher and as principal e.g.:

'There are so many subjects that are coming in on us at the moment that we have to keep up with. It is very difficult to do that and teach a class adequately and be a principal.' (Principal two-teacher school).

'I had a break from teaching and came back to find about five syllabus changes. It is a bit hard at the moment. I like to keep up with things and I am trying hard to change to the new reading and maths. I agree with both of them but it is a shame it is all at once.' (Sole-charge teacher.)

One spoke specifically of the stresses she had experienced in sole-charge teaching e.g.:
'I taught in a sole-charge (school) for two years and in that time it never ceased to amaze me that you are expected to perform in a sole-charge situation as well as you will perform in any other situation without any

regard to the fact that you have the class range from five year olds to ten year olds ... there is very little support and there is no extra ancillary help ... those two years were the most stressful years I have ever spent in teaching ...'

Four teachers expressed frustration over what they perceived as increasing scrutiny from the Department, Education Board and lobby groups e.g.:
'We are answerable to so many people, Department, Board, school committee, parents.' (Scale A teacher).

'All the different lobbying with different groups - Taha Maori.' (Scale A teacher).

'At the moment, pressures from Department and Board. Coming in thick and fast - not being able to handle them at the moment ...' (Sole charge teacher).

'That I can't do everything that I want to do and there are lots of things that I would like to try but I'm too busy with things I've got to do ...' (Sole charge teacher).

One senior teacher felt frustrated that she did not have time allocated to carry out her role properly.
'... we have to try and control other rooms and see that their systems are working and that is the frustrating part because you don't get the time to go and spend with

them and demonstrate lessons ... I had a time when ... I was a walking STJC and I used to spend the time going around the rooms and taking out reading groups if need be and demonstrating to the teachers and I found that this was most successful ...'

One Scale A teacher had worked in primary schools and was now in a Form 1 to 7 school. She found considerable differences in levels of resources.

'When I was in the primary system it frustrated me a lot that we couldn't get help for kids who needed it. If you had a new entrant who you knew was probably not going to get on to the Reading Recovery programme ... You had to write screeds of info and get nothing. I found that most frustrating about teaching in the primary school. Too regimental, too much paper ...'

Two teachers expressed frustration about lack of positive support from parents.

'The other thing is parent disinterest when there is a really able child ...' (Sole charge teacher).

'To convince parents that the child is happy and doing well. They seem to want to measure the child in terms of success with marks on a paper and not their attitude'.

This same Scale A teacher was also frustrated by 'some colleagues that I see that aren't doing their personal best with children'.

She also found difficulties in her own evaluation of her effectiveness as a teacher.

'... It is frustrating to not see a child progressing because it is a very difficult job to measure ...'

Three teachers experienced frustrations to do with plant and equipment.

'Lack of equipment and storage space. If these two things were sorted out, it would give teachers much more time to their teaching'. (Principal, three teacher school).

'The equipment that you have to make with BSM is time-consuming, and I feel I would rather be doing something with the children'. (Sole charge teacher).

'... Here I am in an open plan situation and I have never taught in a situation like that before ... I don't particularly think open plan teaching is a good way to organise children. I think I could be a more effective teacher in a single cell classroom ...' (Scale A teacher)

TEACHER INTERVIEW

Section 1 (e) 'Do you feel you want to continue in teaching?'

Of the 14 teachers who responded to this question, most were happy with teaching as a vocation. However, some qualified their replies.

Two principals had made this decision after a period of uncertainty.

'Yes, at this stage I am going to carry on. I genuinely felt I needed to get out of teaching but I have come through that. I am enjoying it'.

'I've made a decision. I've already resigned from it once and I left the state system another time and I taught in the Catholic system. I've come back to it and stuck with it and as you start to understand the grading system etc. I now feel more comfortable with it ...'

Others had set themselves specific challenges:
One Scale A teacher said, 'Yes. I want to achieve a senior teaching position. Do something with my present grading'.

A sole-charge teacher new to her school wanted to improve things in her school 'so that by the time I leave I will

be able to say I've done this, this and this, I've improved it and I've done all these things and hope that the school will be a better place by the time I have left. There is so much to do at the moment but I will enjoy the challenge'.

One Scale A teacher stated that she would continue teaching but would probably take time out for a term.

Two older teachers felt that continuing in teaching would depend on their health.

'You have got to be an active person. Your mental approach has to be fresh and healthy'.

Two younger men who had been in teaching for seven years each had reservations e.g.:
'I'll continue to the stage where I think you lose your effectiveness ... In 10 years time I'll still be teaching but after that I don't know'.

'Depends on the direction it goes. Some of the things re corporation and possible accountability to the extreme worries me a little. The present system? I am quite content and happy with it. Maybe if we get too much parent involvement I may decide to pull out then. I sometimes question the parent section of it.'

SECTION 1

SUMMARY:

50% of this sample of teachers felt they had achieved a balance in their teaching in that they were in control of their classrooms but presented with a relaxed style. For some, a more relaxed style had developed over time, and some saw it as part of their own personality. A minority (13%) described themselves as 'old-fashioned' and presented with an overriding work ethic in their expectations of children. Only two teachers (13%) saw themselves as facilitators rather than as directors of children's learning. However, one other implied a struggle to work in a less directive way which, he felt, didn't always succeed.

62% of the group stated that they were happy in teaching and would continue in the profession. For most teachers, their main source of satisfaction in teaching lay in their interaction with children. For others, however, the autonomy and variety associated with teaching is most attractive.

Frustrations expressed were associated with stress arising from too high a rate of curriculum change and organisational and support problems. Teachers felt ever-increasing pressure from their employers and the community to perform.

However, their performance was impaired by a lack of resources and support services, so that those in small schools, particularly, found the dual role of teacher/ administrator stressful.

Section 2: BACKGROUND INFLUENCES AND TRAINING

INTRODUCTION

Teachers in New Zealand may not practise without an approved qualification and all teacher training in this country is carried out within the six teachers' colleges. These colleges are located in main centres and student teachers' practicums are carried out, for the most part, in large city schools. The absence of preservice courses focussing on the needs of CWSA has been noted. For many young teachers, then, their first experience of rural teaching and a CWSA, may be in a very different setting from the one in which they were trained.

This set of questions attempted to elicit the relative value for teachers of their preservice training, 'mentors', reading and in-service courses.

TEACHER INTERVIEW

Section 2 'What influences have shaped your teaching career? The way you teach? (a) What do you remember from Teachers' College? (b) Has there been a particular person who has had an influence on you?

a) TEACHERS' COLLEGE

Of the 16 teachers interviewed, eight teachers felt that Teachers' College had had little impact on them. One teacher remembered the companionship of the other student teachers and another was very positive about behaviour modification methods she had learned. One principal recalled two lecturers whom he had particularly admired for their personal qualities.
Two respondents were negative about their Teachers' College experience e.g.:

'Only thing I can remember as being of any value at Teachers' College is being kicked out of P.E. one day. I felt I didn't learn how to teach until I was in my P.A. (Teaching Principal).

'Yes, boring lectures and they still do influence me a lot. When I go on In-service courses and I see just talking and talking and people listening that turns me off'. (Sole-charge Teacher).

b) INDIVIDUAL INFLUENCES

Fifteen teachers recalled particular people who had greatly influenced them.
Two referred to their parents. One teacher's father has been active in reading research. The other recalled his parents as being 'extremely able people (who) had a tremendous insight into a high amount of skills and personal relationships'.

Two respondents recalled teachers from their own primary school days e.g.:
'I was in a small rural 2-teacher school. One teacher was very good at music ... a lot of Maori Studies and these sorts of things are what I enjoy doing with my kids.' (Acting Principal, 2-teacher school).

Eight respondents felt that their career had been strongly influenced by principals and senior staff, whom they encountered in the first few years for example:

'First principal, (and his) wife who was STJC, talked me into going back to teaching after I had been out for several years - their lovely caring attitude to the children - even though it was a very big school and a very bad socio-economic area in Rotorua - to the extent that this principal had birthday cards for every child in the school for when it was their birthdays.' (Sole-charge teacher)

TEACHER INTERVIEW

'He (Principal 6 - 7 years) influenced my philosophy quite a lot. Probably unconscious on his part and mine but I realise now that I learnt a lot from him - getting priorities right ... in those days I thought my job was to teach the kids to read and write, arithmetic etc. and that was my prime objective and concern, whereas now I know I have to do those things but my prime objective is ... kids that want to learn and are happy in their learning situations.' (Class teacher, town school).

'My first year I was lucky to have a principal in Wanganui who was very firm but fair. He ran his school quite well organised, came and checked your plans on a certain day, writing a report on them and kept you on the ball all the time. This helped me as he made me do long-term plans in great detail ... and I've always continued that and it has always helped.' (Sole-charge teacher).

One teacher recalled teaching as a team with two others in open plan.

'Shared workload, discipline side of things - very disciplined. Still could relax with the kids but we all thought along the same lines. Had aspirations as far as what we wanted to achieve in the classroom and with the kids ... We were in a situation where

we could rubbish each others lesson if it fell on its head but yet we would have competitions about whose workplans were the neatest etc. Had planning sessions at each others houses etc. Most professional years.' (Teaching principal).

Two teachers spoke of gaining ideas and experience from Advisors and one has responded to Inspectors' comments both positive and negative.

c) 'Have you read anything that you particularly remember?'

Ten teachers (62%) talked about specific texts that they had found helpful or general reading they had done.

A Scale A teacher had read the 'much quoted S. Ashton-Warner. I enjoyed that. Can't recall anything else offhand'.

One teaching principal had trained and worked as art advisor earlier in her career. She stated that books such as Herbert Reid's 'Education through Art' had been her bibles in the first years.

Two rural teachers stated that they read very little. However, both had read in the area of curriculum

reading, one because his father is a researcher who sends him new books.

Three teachers nominated readings to do with diagnostic teaching in reading. One was a Reading Recovery tutor, one a LARIC tutor and one teaching principal had found valuable ideas from Don Holdaway's 'Individualised Reading'.

Two teachers spoke of reading in the area of theories and philosophies of education.

'Good and Broffrey, 'Classroom Behaviour'. That was a good text. Also lately I have read a book on 'Modern Mathematics in Secondary Schools' - more on theories of learning which have influenced me.' (Sole-charge teacher).

'My bible over the last few years was 'Teaching as a Subversive Activity'.

Interactive teaching, inductive teaching, passing responsibility back to the kids to come up with the goodies to give you the directions which they wanted you to take with them, what they needed. Was particularly enjoyable with Form 1 and 2.' (Teaching Principal).

One teaching principal rejected 'texts designed for teachers'. 'I have picked up more by general reading

than those books teachers are expected to study'.

d) What about in-service courses?

In responding to this question, four teachers talked about ASTU papers they were studying. Some mentioned reading specifically for these papers. All stated that they had been influenced by them.

Thirteen teachers recalled a wide ranging set of in-service courses attended. Some were nominated as being particularly helpful e.g:

'Induction course with (the Rural Advisor) when I first came to the Coast was marvellous. Showed me slides and talked about working in a rural school. Gave me a lot of pointers. Gave me an aim. Showed me a model sole-charge.' (Sole-charge teacher).

'In Maths I went on a course with (the maths advisor). He recommended lots of books that would help. Forget about the text book, use it where it suits you but look at the syllabus and get all your ideas from a whole wide range of things. I am influenced by that, using the text book as little as possible and use various ideas and try to make maths as interesting and as relevant to life as possible'. (Teaching principal).

'Went on a teachers' practical course - Outward Bound for nine days. Was really enjoyable'. (Teaching principal).

Some talked of the variability in the quality of courses e.g:

'I have found over the years, particularly since I have been on the Coast, that many of the courses I have been to are almost a waste of time ...' (Teaching principal).

'They vary. Some are very good and some are dreadful.' (Sole-charge teacher).

Others felt that there was something of value in every course e.g.:

'... I can't think of any that I have found were a total waste of time ... You get out of them what you are prepared to absorb'. (Scale A teacher).

'I've been to a lot over the years because of being at a small school. Some are better than others. They have helped my teaching by course content. Every course gives you something ... I think your whole development as a teacher continues to take place and everything you do contributes to it'. (Sole-charge teacher).

Several teachers emphasised the importance of face-to-face discussion and practical ideas e.g.:

'A lot is from teacher ideas, talking to teachers. Advisors have given me some good ideas. Have seen a few good classrooms in Christchurch. Always keen to find something new and stimulating that I will be able to use in my room'. (Sole-charge teacher).

'I had a half-hour course with a Phys. Ed. Advisor. Probably the best half hour I have had with an advisor in my career and the rest of the staff thoroughly agreed. We had a programme for half an hour and we knew exactly what we wanted. Also had an art advisor for an hour and we came out of that feeling very excited. Had a programme to work with there...' (Teaching principal).

One Scale A woman teacher had met with frustration over in-service opportunities e.g.:

'I haven't really been on as many as I would have liked to. When I was doing remedial reading at X School and again at the Intermediate I went on a lot of reading courses and they were really good but I found myself at other schools where I was just there for one or two terms relieving and I found I wasn't a good investment on in-service courses because I may not have been there ... I didn't go to any during that time...'

SECTION 2

SUMMARY:

In terms of lasting value in the training of teachers, this sample saw Teachers' College as having little impact.

However, 94% recalled 'mentors' who had greatly influenced them. Of these, 50% gave credit to principals and senior staff with whom they had worked in their first years of teaching. Particular areas of influence seen were relationships with and management of children, and assistance in learning to plan effectively.

The majority of this group of teachers did not appear to read extensively on professional topics. Several gave lack of time as a reason for this. Those who nominated readings appeared to read mainly in particular curriculum areas in order to fulfil a specified role, for example Reading Recovery teaching. None mentioned material on the teaching of CWSA.

For several teachers, reading was directed to on-going study, specifically for ASTU papers leading to an Advanced Diploma in Teaching. They all regarded these courses and the associated readings as influential in shaping their present style of teaching.

81% of the group were able to specify in-service courses which they had attended. Opinions varied on the value

of the courses. Some felt there was something of value in every course while others felt that many courses were a waste of time. In their remarks, teachers did not differentiate between compulsory and optional 'interest' courses.

A clear trend which showed in the feedback from teachers was that, with few exceptions teachers gained most value from in-service which incorporates face-to-face discussion, individualised time with the tutor, demonstration of points taught and practical activities.

SECTION 3

MANAGEMENT STRATEGIES

INTRODUCTION

The Curriculum Review states that teachers must have the skills and understandings:

- 'to know how to work with students to find out what they already know and can do, determine what they need to learn, set objectives, and select and organise a variety of learning experiences and activities. This will include planning for special programmes for particular needs;
- to know how to organise and manage time and resources so that learning experiences are most satisfying and effective;
- to know how to work with students to assess their learning in a variety of ways, and use this information to plan for further learning.'

If teachers are to use their time effectively to maximise the learning of CWSA, their observation and assessment procedures will be in place from the time the children enter school. The teacher will have clearly thought out objectives which determine her/his approach to shaping the class programme and setting initial tasks for the children. There will also be an on-going system of record-keeping to ensure objective assessment.

The first set of questions in this Section (3 a - d) attempted to identify the ways in which this group of teachers assessed differing abilities and interests among the children in their class and how effectively that initial assessment was then followed up by differential programming.

The second set of questions in this section (3 e - h) looked at teacher management of children, particularly those most likely to challenge the teacher's ability to be:

'- just and fair, with a sense of humour and proportion;
- able to show their students that they like them, accept them whatever their differences, and value each of them for what they are.'
(Curriculum Review).

Teachers were then asked to nominate the type of child they most liked to teach.

TEACHER MANAGEMENT OF ASSESSMENT AND PROGRAMMING

3 (a) 'When you plan for a new class/pupil each year, what routine, if any, do you go through? What is important to you? What techniques do you have?

All 16 teachers responded to this question and they seemed to divide into a relaxed unstructured group (6) and an organised, structured group (10). There appeared to be no differentiating factors between the two groups in terms of age, sex, length of service, size of school or their position within the school.

For some of those whose initial approach is less structured, familiarity with families and the district is a major variable e.g.:

'When you follow on in a school from one year to the next, the kids get to know you anyway. It was easier this year establishing routines as it wasn't my first year here ... I used to think I was quite a little Hitler but I have found that being relaxed works just as well ... ' (Scale A teacher).

'I don't really follow any routine because at the moment it is a continuation. I've got three classes, Std 4 to Form 2 so two of those classes I already know ... Generally you just carry on and make sure you are not repeating things over a 3 - year cycle...' (Teaching Principal).

For others an initial lack of structure reflects a philosophical approach e.g.:

'I don't set up a whole lot of routines. I often throw them activities that are going to be busy, noisy and like art work where I can stand back and watch them and let them go and find out who my leaders are, stirrers are and the ones who get left behind and so on ... I start off as relaxed as possible'. (Teaching principal).

'When I was planning for a new class, quite a long time ago, a good look at any records I had of children to start with, but I still like to keep the first two or three days just to take a language unit to get the feel of the children ... Now that I have the children year after year I don't have to do that. I can write a programme for my children because I can visualise each child'. (Principal two-teacher school)

'The very first thing is to make sure that they can come to school, relax and know where they are. I try for the kids to get the message that I am definitely approachable...' (Teaching principal).

'... usually have an observation period where I observe the child myself and make my own judgements ...' (Sole Charge teacher).

For those teachers who consciously structure their programme, classroom routines fostering independence and initiative

in children are seen as important e.g.:
'... in a sole-charge situation it is very important that children become independent as soon as possible ... You worked very hard towards that child learning the routines, being able to do things unaided, knowing what spare time activities were available, keeping themselves occupied while you worked with the older kids ...' (Sole charge teacher).

'Probably the household-type things in the school. I have had quite a few children coming from other schools in the last few years and the way we operate as a family situation - getting that over to them ...' (Sole charge teacher).

'Establishing things like independence, where things were to be put away, if they finished their work what to carry on with ... They didn't have to keep interrupting me all the time ...' (Acting Principal teaching the junior class in a two-teacher school).

Seven teachers included some pretesting, especially in reading, in their routine planning.

Two teachers were very specific about their planning and had very clear priorities e.g.:
'First of all I would give a lot of thought to the physical environment of the classroom and make that as well-planned and attractive as possible and organise equipment so it was easy to find and tidy. Then I would probably

pay close attention to what levels have been left for me to work from and set any work at probably the level before, so that they get a good sense of achievement when they first arrive. I'd probably require a lot of pretesting in order to find out what they're capable of in the first week before starting any sort of formal work. Basically, I pay most attention to the physical environment'. (Scale A teacher).

'I get their records sent to me, I read them. When they first arrive I do evaluative checks before forming a programme for them. If they pass a skill I just check off that it needs maintaining. For my maths records I photocopy the syllabus off, objectives for each unit, evaluative tests I do at the end of each unit have got examples of each objective. I go through, tick, circle, tick, tick, so that when I come to reteach that unit I can say, 'A' can already do this but she can't do that, so she'll be better off doing some maintenance work on another unit that she hasn't the grasp of while I teach'. If the child has mastery, I would far sooner them go and do something else than having to sit through another teaching situation'. (Sole charge teacher).

TEACHER INTERVIEW

3 (b) How do you get to know your children at the beginning of each year (new child during year). What techniques/information do you use?

All 16 teachers responded to this question. Respondents appeared to divide into two groups, the first stressing the value of out-of-school contact while teachers in the second group generally described 'getting-to-know-you' activities that were a part of the class programme.

The six respondents in the first group included all five sole-charge teachers and one teaching principal (3-teacher) school who had been in the school for a number of years. Some of the respondents commented on the greater ease of knowing children in a small school e.g.:
'Talk to them a lot out of school time. I find that the time before school is extremely valuable. In a small school you know your children very well, you can talk to them and show you have a personal interest in them'. (Teaching Principal).

'Very easy for me because I had lived in that district and I knew all the children from babies so I knew the children before they go to school ...' (Sole charge teacher.

Joining in the playground activities was seen as important by three sole-charge teachers e.g.:

TEACHER INTERVIEW

'I get to know them by observing, getting alongside them, interacting, playing cricket with them at lunchtime ...'

'Generally I set myself to go out and socialise myself with those children on a regular basis. I always put aside an amount of time in the day in which they see me socializing such as cricket, softball, netball game with the girls or just throwing the ball around or even chatting with the children ...'

'I do find it a lot easier to get to know them as people at playtime and lunchtime. In class they are in a pupil role ...'

Contributions from parents were mentioned by a couple of sole-charge teachers e.g.:
'I also talk to parents to see how they are going at school, what you see as their problem areas and I will just look and observe, evaluate and see what the parents told me ...'

'You see a lot of the mothers and hear their versions ... '

Of those who formalized the 'getting-to-know-you' process, there were degrees of formality. Two teaching principals of 3 teacher schools reiterated the message that, in a small school, they already knew pupils well. However,

they felt something more was needed e.g.:
'I do a reading inventory on them. We sit and talk then. I really do know them from being from a small school. Question them on things they like doing. Get quite a lot of information just basing it around a reading comprehension.'

Two Scale A teachers in town schools appeared not to plan any particular activity or strategy e.g.:
'Mainly through academic things. Try making generalisations about behaviours. (Q : 'So you really concentrate on academic things and wait for them to come to you?') Yes, most kids will open up to you anyway. It is a natural thing. I don't do progress cards or things as I don't like that. Just by talking to them ... I sit with the kids a lot while they are working. I find that is how I get to know them. Before school and even on duty I talk and spend time with them'.

One teaching principal arranged an apparently unstructured set of activities during the first few days. This allowed him to observe 'who surfaces and who gets submerged in the rat race etc. Out of that then arises the needs'.

Two respondents believed in the value of self-disclosure in building a rapport with children e.g.:
'Usually in a circle - try and break the ice by telling first of all my christian name, some of my interests,

hobbies, something about my life, making them see that I am a person and then getting them to tell me something about themselves ...' (Scale A teacher).

Three respondents had a specific initial activity to begin the year e.g.:
'We have what we call a chit chat lesson and we sit around in a circle and everybody has their turn but the rules of discussion have to be followed which is one of the routines which we try to establish. Their outdoor education is a marvellous thing for that ... I feel you really know a child after you have been on a camp'. (Senior teacher).

'We do a unit 'Getting to know yourselves' so we do a lot of work about the family ...'

One teacher took a language unit for the first two or three days with very specific objectives e.g.:
'I would make a checklist of things that I wanted to see - how they took directions, how they responded to directions, what level of oral vocab they have, listening. Where they were in reading came later. It was their actual functioning that I was interested in. If you asked a probing sort of question what sort of level of an answer did you get? How well did they relate what they were talking about to themselves? This was all an infant level and these were the important things - how well structured their sentences were, what their width of vocabulary was'.

3 (c) 'Do you keep individual records or anecdotal data on the children? What system do you use?

The 16 teachers varied considerably in their attitude to record-keeping and the frequency and specificity of entries. Thirteen kept regular records on children e.g.: 'In February I always write notes on the children and then again in June and then December. Individual notes rather than other records. It clarifies my ideas about the children if I sit down and write about them, all subjects covered ...' (Sole charge teacher).

One senior teacher had instituted a book for her syndicate. Academic and/or behavioural was recorded and the child was discussed during the weekly evaluation.

Not all teachers, for differing reasons, kept personal data on children e.g.:
'Only the ones who really concern me. If a child is behaviourally really disturbed then I would probably keep strict notes so I have some sort of order and can see a pattern really building up. I try to avoid it as I feel it is a personal thing that I would hate to think people are keeping records - freedom aspect - individual rights. To me individual rights is a thing that should not be compromised'. (Teaching principal).

'The year I had two or three difficult children, I had an individual file. Last year and this year I haven't the necessity. I have pleasant children. If I think there is going to be trouble coming up I would immediately set about writing down things that happened on that date'. (Sole charge teacher).

Most teachers keep academic data in the form of running records or samples of work. As with the recording of personal data, teachers varied a great deal on what was kept and how often e.g.:

'I start off by finding out what their interests are, their needs ... Kids causing concern, I do evaluations every month to six weeks and place notes on file'. (Scale A teacher).

'I keep running records. I keep stories and pictures every now and then. Usually at the beginning of the year I like to keep one, especially with the little ones so that at the end of the year you can compare to see if they have made any progress'. (Acting Principal two-teacher school).

'Pupil files, items of work, copies of written work, running records ... Parent interviews'. (Scale A teacher).

Two sole-charge teachers felt that record-keeping for teachers in their situation differed from that for classroom teachers in larger schools e.g.:

'Individualised, recorded in a folder. Kept in filing cabinet. Records generally updated when I see a need. Most children in a sole charge, I feel, don't need to be recorded as much as would be needed in a larger school because you are regularly dealing with 13/14 children. In larger schools I do keep a definite record in a folder on individuals, samples of work, test results and a master sheet which has an overview of whatever ongoing records I am keeping'.

'I do right across the board, have maths, reading, written language, social studies, science. Teachers in bigger schools can teach sitting on the fence and getting away with it but I can't here'.

Two teachers actively involved their pupils in the evaluation process e.g.:

'I have a file for each child in which I file test results etc and samples of their handwriting. I have folders in my desk of reading, spelling, mathematics, tables, which I refer to each day. They see what I am recording, why you do it and what you are doing. Show them what you are doing with them, try not to keep too many secrets'. (Teaching principal).

'The child runs their own social studies checklist. It is done in pencil so there is room to change. We check with them and the kids work on it. Get through it twice a year. We then have a focus, focus on being

in a group and working on group instructions ...' (Sole charge teacher.)

Only two teaching principals stated that they rarely kept written records.

TEACHER INTERVIEW

3 (d) 'What modes of instruction do you use? Whole class? Group? Individual? Peer tutoring? Buddy? Parent/Teacher Aide instruction? When do you use each?

In responding to this question, teachers were referring in general to the teaching of composite classes. All the teaching principals came from small schools (2 - 4 teachers) and the two Scale A teachers from large schools were likely to teach composite classes as a matter of school organisation.

The sole-charge teachers differed in their approach. Two teachers stated that their teaching was predominantly individualised with small-group teaching in maths. The other three felt that some whole class teaching was desirable e.g.:

'I believe that the key to a successful classroom is the forming of a classroom atmosphere that everyone is not good at everything and everyone is good at something'.

'In the afternoon I have a unit session where I take the same thing for all age levels'.

'In a sole-charge you can't have too many units all going at once. You haven't got the time so we do have quite a bit of whole class. We all start together and we all finish together too'.

TEACHER INTERVIEW

The teaching principals and Scale A teachers used whole class, group and individual teaching depending on the situation. Most appeared to use group teaching for maths but the topic might be introduced to the whole class. However there were variations in approach e.g.:

'Individual first. Most of what I do is individual although I will take a group if something has cropped up that I think they need'.

'I tend to take the approach for the composite class of teaching to the middle range or the lower end of the range and then they are all sent off to work at their individual level from that'.

'I generally start off by taking various groups as a group e.g.: start with maths and all share by doing things as a group activity then you break the group up further'.

'Sometimes it requires whole-class instruction, sometimes it is better to pull out group leaders and say to them well this is the instruction that you give to your groups. If you know where the material is, go and get it and give them a time limit in which it is to be done'.

'Individualised as much as possible. I feel more and more that I have been teaching to the middle of the class for 21 years and only given the extra help to the lower end of the class for years. The top kids missed out ... '

TEACHER INTERVIEW

PEER TUTORING

Eleven teachers stated that they used peer tutoring or buddying or both. From the responses, however, it seemed that they generally understood peer tutoring to mean 'helping out' or 'working in pairs' rather than a formal documented system e.g.:
'If I am pressed for time and the little ones require some supervision, I say to the older ones do they mind checking so and so for me ...' (Sole charge teacher).

'Yes, all the time ... Good for the more able children and helps me out'. (Teaching principal).

'... I find that a child who is a little bit hesitant perhaps in reading, if he needs an extra bit of practice, particularly those who are not getting any practice at home, then I will get one of the better readers to go and sit with him...' (Teaching principal).

Two teaching principals expressed reservations about peer tutoring e.g.:
'I've often thought about trying it and I often think it is going to create more work for me than I need. I've never tried it at all and I've never seen anybody doing it'.

'... individual rights with the children in class can annoy me, for example where you see the more intelligent

child of a class being the one ending up having to coach all the slower ones at the expense of any extension to themselves ...'

PARENT INVOLVEMENT

Of the 16 respondents, only the sole-charge teachers appeared to involve parents in tuition. One had used parents for maths and reading in a previous sole-charge school of 23 pupils. With 14 children in his present school he didn't consider it necessary. Another used parents for sports coaching but not for classroom tuition.

Two had used parents more extensively and had encountered problems e.g.:

'Yes...three mothers who come down for a morning, two hours approximately. Helps them to understand what is going on at the school. They felt it wasn't like when they went to school where they didn't leave their desks from 9 a.m. till playtime... They are a help ... Still very critical of what goes on at school. Unless the children are writing work into their books they are not working as far as they are concerned. It is very hard to break their attitude...'

'It was through parent help that I was able to keep the kids at the standard I wanted them to be. Mothers came in every morning ... I felt bad about asking the parents to help. Initially I didn't want to do it because I

knew that I would be asking them to do things that the teacher aide was doing and being paid for ... I had to make their job appear to be less responsible - to show that the teacher aide was doing more responsible things'.

Only two class teachers in larger schools had teacher aide time for special needs.

SECTION 3

SUMMARY: (a - d)

The majority of teachers in this group had definite priorities and routines in setting up programmes for children. Most emphasized the need for children to feel welcome and confident in the classroom. A number also stressed independence and cooperation as necessary skills in a multiclass environment. Many of the group continued with the same children from year to year and found it relatively easy to accommodate an often already-known new child. Most teachers kept written records on children in the form of individualized folders containing samples of work. Others included pretesting in subjects such as reading. Not all teachers kept anecdotal notes on children and, where this was done, it seemed that 'problems' or 'areas of concern' rather than successes were being recorded.

Teachers used a variety of modes of instruction from whole class to group to individual. In one or two cases there was an emphasis on group teaching which seemed to set aside the needs of CWSA in the interests of the majority. Only one teacher suggested that an obvious result of careful pretesting was a compacting of curriculum for a child who had demonstrated skills still to be taught to the rest of the class. A small group of teaching principals relied on familiarity and memory rather than written records in tracking pupils' progress.

Most teachers in the group appeared to direct instruction even though individual independence was encouraged in completing tasks and choosing alternative activities if the teacher was otherwise engaged. Peer tuition was mainly in the form of 'buddying' and was generally seen as a worthwhile contribution to the class from the more able pupils. Few teachers involved parents in assisting in the classroom and some difficulties had been encountered by those who had. Only two of the 16 teachers had a teacher aide in their classroom to assist with special needs tuition.

SECTION 3 (e - h): TEACHER MANAGEMENT OF CHILDREN

INTRODUCTION

The point is often made that CWSA are a widely disparate group. Generally, they have been found to be 'not only intellectually superior but socially, physically, emotionally and morally superior as well'. (Reid, 1980) However, it is recognised that the CWSA may be the able child who is the biggest nuisance (Gowan, 1975). If the teacher is not well-versed in behaviour management and does not offer a stimulating programme to such a child his/her potential will not be realised academically or socially within the classrom setting. Teacher skills in managing non-compliant or off-task behaviour were investigated in questions 3 e - f while questions 3 g - h attempted to probe aspects of children's behaviour and presentation most likely to evoke an emotional rather than an objective response on the part of the teacher.

TEACHER INTERVIEW

3 (e) 'How do you cope with a non-compliant child?

Teachers varied widely in their approach to this problem. Eight said that they had either not encountered a noncompliant child at all or that they had very little bother. When they cited chidren who had been significant problems for them they usually referred to variables in the child's background which they felt accounted for the behaviour e.g.:

'In my five years (in this school) I have only had one - one boy who came from Christchurch. It wasn't really his fault. Two older boys had ganged together against him and this boy had been in a home in Christchurch that had been petrol bombed by the gangs and they came over to (the Coast) to get away from things'. (Sole-charge teacher).

One teaching principal stated that he would call in the Psychological Service to 'ascertain if there is anything in the background'.

A Scale A teacher in a form 1 - 7 school said, 'I find in my situation, that I end up handling other teachers' problems'. She commented, 'Teachers never say when a child is being good, only harp on the bad things'. She felt that just talking to the children and spending time with them was important. However, she also used tangible rewards.

Two teachers used 'expectation' or 'personality' as a

major method of class control. In both cases these terms translated into verbal commands and non-verbal gestures or facial expressions. Both, however, also took children aside for private talks when these methods were not effective.

Three teachers stressed negative rather than positive control methods e.g.:
'If a child doesn't do what I have asked I will repeat the instruction and ask that child to do it again. I will keep that child at the task until they at least attempt to do that task. That could mean all morning. I allow morning breaks but we get to the end of that task or attempt and then we move on'. (Sole-charge teacher).

Six teachers combined praise and incentives with response cost measures e.g.:
'I have lots of praise cards, bonus time, variable praise friendly smile, recognition in front of peers, ticks, stars, stamps, counselling with others ... The negative ones - if I don't get a good day out of these children - legal hours 9 - 3.30 p.m. - you get half an hour off for a good day's work and good behaviour - if you don't it is after school ...' (Sole-charge teacher).

'... You set things up to show that by complying there are tremendous benefits - that you benefit not only yourself but your friends. If you do not comply, you penalise yourself firstly and perhaps your friends on the fringe area ...' (Teaching principal).

One sole-charge teacher felt that the incentive schemes she had used were not the complete answer. 'The only answer is, it has to come from the kid and if it isn't there it is very hard to draw it out, especially if it's not in the home as well. If you have home backing it is easy'.

One teaching principal felt that the answer to having a child complete tasks was to get the children to take responsibility by setting their own goals e.g. 'How long do you think it is going to take for that to be done? OK, I'm going to expect it then. If it's not there I'm sorry to have to take some of your free time'.

One principal who felt that the teacher's personality was most important in teaching stated that he didn't like getting into structures and contracts.

One sole-charge teacher, however, described a contract for a boy who was 'totally negative in school' but who loved tonka toys. '...if he got so many points this day he got the wheels and built up the car over a period so that when he got his work completed or good behaviour, home went the sheet ticked, signed and involved Mum and Dad and he got his tonka toy...'

TEACHER INTERVIEW

3 (f) 'An unmotivated child?'

Two teachers would look first of all at themselves and their teaching programme. One would look for physical reasons for the lack of motivation before looking at the child's interest. Two teachers felt that children who were unmotivated at school were children who were unhappy and lacked self-esteem e.g.:

'In most cases their success rate hasn't been good and they have a negative image of themselves ... so you simply pitch things at a level which makes them feel they have achieved something which was pretty pleasant (Teaching principal).

A Scale A teacher thought that children were unmotivated because 'they haven't a great deal of experience to draw from ... it could be just simply that they don't understand it or it is too difficult or they turned off maths because it is used ... as a negative thing ... Sometimes it is hard to tell the difference between motivation or laziness, whether they can't be bothered or haven't got anything to work from'.

Three teachers admitted to difficulties in this area e.g.:

'I have one at present who just sits there. I don't really know where to go or what to do with that one but I'm working on her'. (Sole-charge teacher)

'You are all the time having to dream up new incentives for children like that because their heart isn't in it ... fairly trying, especially in a sole-charge situation ...' (Sole-charge teacher).

'In the classroom situation it is quite hard boosting him along ... use a lot of praise and make sure there are clear goals defined'. (Scale A teacher).

Four teachers felt that it was important to use the child's own interests as a starting point e.g.:
'I have a boy interested in go-karting at present. At home he's pulling his motor apart etc. You can use his kart when it comes to maths - how many kilometres an hour can you go - you can do adding - 'If I travel 5 kmph the first hour and another 5 the next' ... there's an addition. Generally you can build teaching out of an experience'. (Sole-charge teacher).

'This is where you get to the negotiation side. I still keep them within the framework of the actual topic but say, 'Well, OK, if you're not happy with this activity fine, but have you got something you prefer to do that would get you to the same point?' and if they come up with the goodies, then fine, let's do it. If they are not prepared to make a decision or can't make a decision I then say, 'If you can't make a decision, are you prepared to accept mine and that is what you have to do?' (Teaching principal).

TEACHER INTERVIEW

Two teachers took a very firm line on task completing e.g.:

'I think I would stress the fact that they were missing out on the fun of the reward system. I would still insist that the work was done, that I don't expect to set tasks or provide reading material etc that is not done. They would find themselves working with me one-to-one to ensure that it was done. I have this inbuilt ability to know whether a piece of work has been done. I don't let them slip through the net very often'. (Scale A teacher).

'He is called up to me constantly to show me the work so I can check frequently that the work is being done. Very unpleasant time vocally and if it is not done he is kept in after school - has to do it for homework. I speak to the parents. Moment the work is produced that is satisfaction I go out on praise. I will not praise work that is not acceptable'. (Teaching principal).

3 (g) 'Have you ever taught a child you really didn't like?

Six teachers stated that they had never taught a child they didn't like. One sole-charge teacher said 'I have taught children who haven't been as likeable as others personality-wise but I firmly believe there is something nice about all kids'.

One principal spoke of his frustration:
'I have taught a child with whom I got so frustrated and caused me that much heartache that I got to the stage where I was not teaching him. Had a good relationship outside of school but once he walked through the school gate! I always feel I failed with that kid as I didn't get anywhere with him. I felt frustrated and badtempered with him but I didn't dislike him'.

The remaining 10 teachers admitted to teaching one or more children whom they didn't like. Three managed to work through the situation e.g.:
'The answering back of one child. He used to have an irritating habit of picking his nose. We got over the picking of the nose. The answering back took quite some time because anything you said, it was a smart answer. I reasoned it was just a form of nervous tension with him. I spoke to him about this and it faded away...' (Senior teacher).

TEACHER INTERVIEW

'Yes, two years I got landed with him. It was a continual battle at trying to win the whole time ... I had him for two years as no one else wanted him. I had sympathy for the child and that is what kept me going ... He actually did say he liked having me as a teacher and I did enjoy having him at times in the class'. (Sole-charge teacher).

'Had him last year and still have him this year. Have mutual respect with each other'. (Scale A teacher).

Of those teachers who were not able to come to terms with children they didn't like, three described children who were disruptive in the classroom e.g.:
'He did the most stupid things ... He kept saying that I was picking on him but he was constantly doing things for me to pick on ...'(Sole-charge teacher).

'Very abrupt, noisy, bossy child... It was just a straight personality clash...' (Scale A teacher).

'He did everything to annoy me. Uncooperative all the time. You seemed to be constantly on his back giving him attention. A very demanding chid who showed a lot of negativity in the classroom'. (Sole charge teacher).

The remaining four teachers spoke of children whom they had perceived as dishonest, selfish or violent e.g.:
'Two of them in the same class at X school ... I found

it difficult to not only like them but to incorporate them and give them leadership responsibilities etc. by virtue of what they did to other people... Strong -arm tactics etc. - totally nasty chidren. I couldn't come to grips with those two. (Teaching principal).

'...When selfishness is mixed with arrogance and cruelty it puts you right off'. (Teaching principal).

'Maori boy who looked like a monkey or a little rat. He was horrible to the other children, he was dishonest, he was smart and violent with the little girls and I overcompensated the other way by trying to be extra nice to him because I just coudn't stand him. It is the only time I have ever had a real animosity toward a child'. (Sole-charge teacher).

TEACHER INTERVIEW

3 (h) 'What kind of child do you most like to teach?'

Teachers most liked children who were pleasant, cooperative and well-mannered, outgoing and sociable, who could take criticism and whom the teacher could reason with (10 responses) e.g.:
'I like to teach the child who wants to learn. A pleasant well mannered child trying to do their best, whether they are academically minded or not. It doesn't matter to me. It can be a slow child so long as they are putting their best foot forward'. (Senior teacher).

Teachers liked children who wanted to learn, and were self-motivated, prepared to do their best (8 responses). One liked them neat and tidy. Only two stated that they liked children with ability.

'If they are interested in learning then my job becomes that much easier, rewarding because I like being successful. A child that does make progress does make you feel good ...' (Sole-charge teacher).

A number of teachers liked the mischievous child, the one with that certain spark, vitality, enthusiasm. This child had a sense of humour, looked happy and enjoyed having fun. (13 responses).

'I like kids a bit like me - a bit outspoken - and I like kids with a bit of go - and I like kids who are

a bit spunky, good sense of humour ...' (Scale A teacher).

Teachers liked the child who was independent, individual, enquiring, interested, prepared to think, to ask why, to argue. (9 responses).

'I don't think there is any one type of child that I particularly like. What makes teaching interesting is the individuality of the kids. Keeps us on our toes...' (Teaching principal).

'There are all kinds of children I like to teach. Liked my J2 years because they're like sponges - Teacher is God to them!' (Sole-charge teacher).

SUMMARY: Section 3 (e - h)

The majority of teachers in this group seemed able to view children's non-compliance or lack of motivation as part of an interactive process. They were therefore prepared to look at their own programmes and practices in attempting to resolve the problem. Several mentioned re-examining their expectations of the child and adjusting their programme. Modifications included adjusting difficulty levels, setting clear, easily-obtainable goals or perhaps basing the individual's programme round a particular interest.

Teachers used a range of management strategies including verbal and nonverbal prompts, praise and individual attention. A few teachers had not analysed these strategies and tended to talk about 'teacher personality'.

Over half the group combined structured reward systems with response costs for inappropriate behaviour or non-completion of tasks. Generally the cost was born individually and involved using the pupil's 'free' time, but one principal attached group rewards and costs to individual performance. Only one teacher involved parents in monitoring and providing tangible reward.

Where the pupil's lack of motivation or compliance was seen to be strongly influenced by background factors, most teachers saw it as important to understand the child's situation. They then attempted to boost the child's self-

esteem through providing success within the classroom and individual counselling. Only one principal stated that he would refer the child to the Psychological Service.

A minority group were adamant that children would come up to expectation regardless of the circumstances. They were not prepared to admit exceptions or to 'lower their standards'.

The test of objectivity and management strategies is the child the teacher initially cannot like. Six teachers in this group had not experienced this situation and three who had, felt they had overcome the problem. Nearly half (44%) of the group could recall at least one child with whom they had not come to terms. Some of these children appeared to be severe attention-seekers while dishonesty and violence were presenting behaviours in a second group. Only one teacher spoke of sharing the problem with senior staff members. None appeared to have received effective assistance from other staff or from outside the school.

When asked about their ideal child, only two of the teachers specified that they liked children with ability. Most valued in children those qualities which were going to make them good group members and were going to provide teachers with a feeling of success. However, for over half the group, that included an independent questioning attitude rather than complete conformity.

SECTION 4: USE OF COLLEAGUES, COMMUNITY AND PARENTS AS RESOURCES IN CATERING FOR CWSA

INTRODUCTION

New Zealand primary school teachers are trained and expected to teach all subjects covered in the curriculum. In some large schools and in intermediate schools there is a degree of specialization in subjects such as craft, art, music and science. For the teacher in the small school, however, the opportunity to share expertise with other staff members is largely lacking.

The expectation from the Education Department that all primary teachers will be multi-talented and knowledgeable in a wide variety of subject areas is highly idealistic. The more probable outcome, therefore, in small schools, is that pupils will be well served in the areas in which their teachers have expertise but will lack tuition and encouragement in areas in which teachers lack knowledge and confidence. Because CWSA have the potential to reach higher levels of knowledge and skills, they are proportionately more disadvantaged by a teacher's lack of expertise.

For the teacher in the small school, the filling of gaps in his/her own knowledge may come through finding resource people outside the school. This may come about through groupings with other schools, use of resource people in the community, advisory services or among parents.

Questions in this section endeavoured to investigate the degree to which teachers were sharing knowledge and resources or calling on assistance from parents and knowledgeable others in order to cater optimally for their CWSA.

TEACHER INTERVIEW

4 (a) Does your school join with other schools for any activities? What are they?

Most of the respondents (13) stated that they joined with at least one other school for sport. Five expanded this statement to specify swimming while others specified athletics (2), games, softball, Phys Ed, and cross country.

Of those who mentioned inter-school activities other than sports and games, four respondents spoke in general terms of 'cultural' activities or exchanges, two of which were in conjunction with the local F1 - 7 high school. One of these specified music days or festivals. Others mentioned folkdancing and spoke of other schools being invited to the school concert and to see a visiting puppeteer. Two respondents listed Art as a mutual activity.

One sole-charge teacher spoke of a visit to a town school over the lunch hour when the children paid a visit to the Police Station. 'My ten quiet little children were completely overwhelmed. The noise, the uniforms were far too much for them ... When we go back to town we will continue to call in there ... I feel the kids will be much better next time we go back as it will be a more familiar place'.

Three teachers, two sole-charge and one Principal of a two-teacher school spoke of planned attempts to set up team teaching on visiting days '...we did a story

and everyone did language together in my room, singing, PE, shared stories, handwriting, friendship - trying to get the children to interact with children from other schools'. This theme of the need for children in small, isolated schools to meet others was echoed by another respondent 'I had X school up for an interaction day where they did story and poem writing together, softball together. My kids showed the visitors the school and we had the video for the tourist day. I am looking at Z school next term. We are going over there for a day, may do art interaction, maths quizzes. Due to isolation they have to meet other pupils, build self-confidence. They have got to formulate opinions for themselves ... They get sick and tired of one another'.

Two teachers replied in the negative to this question. For both, transport was seen as a problem limiting interaction, and by one who had set up planned activities and was persevering. The cost of bus travel either privately or Education Board funded was a difficulty. So also was a perceived increased in the number of mothers who were working and therefore unable to transport children.

For one South Westland sole-charge teacher however, the opposite is the case as the fortnightly bus-servicing requirement means that his whole school spends one day a fortnight with another small school.

4 (b) Do you have regular speakers/resource people coming into the school? Who? Do you combine with other classes for any activities?

Seven teachers gave a negative response to this question. Of those who nominated agencies, four mentioned Advisors, the Public Health Nurse, two the traffic officer and one each the Outdoor Education Officer, the Health Inspector, and the priest. Others gave more generalised statements about occasional visits from local or community people. Some specified people from certain occupations (milkman, retired gold miners, dairy farmers, fish filleters) who had been visited. One school had a disabled young man who was visiting and speaking to students. Two respondents spoke of taking opportunities as they arose to contact people who had travelled abroad or those who had come from overseas (exchange students) or from other parts of New Zealand (farm work scheme). One sole charge teacher spoke of planning a community study which would involve the children in writing letters and interviewing people in their homes. She stated, 'The children need plenty of exposure to different activities'. Two sole charge teachers spoke of the problems of isolation. One commented on the difficulty of getting regular speakers to the school, the other talked about the need to expand the children's horizons as 'a lot of the children don't move out of the valley. They need to see what is open to them. You can't make it as real as it should be but TV helps'.

TEACHER INTERVIEW

4 (c) 'What kind of support do you get from others in the school? Do you have opportunities for regular exchanges of resources/information? In this school? From other schools?'

All 16 teachers responded to this question. Generally speaking, teachers in Greymouth and the Grey Valley country schools seemed to feel well supported. The Midland Line was specifically mentioned by three respondents. This is an association of country schools in the Canterbury Board area ranging from Otira in the east, to Runanga and Barrytown in the west and up to Totara Flat in the north. Regular monthly meetings are held which cover organisational matters such as inter-school sports days but also include talks by resource people, both local and visiting. The Rural Advisor for the Canterbury Board area attends these meetings and was mentioned specifically by three teachers as a support person.

Greymouth has an active Principals' Association. This was cited as a source of support by two respondents and three others referred to fellow-principals specifically or in general.

Two respondents nominated the psychologist and two the visiting teacher as support people. One mentioned the Public Health Nurse, and one respondent spoke of having a good relationship with the school inspector.

TEACHER INTERVIEW

Two teachers nominated sports days and in-service days respectively as being occasions which were supportive.

Three teaching principals spoke of having a positive, supportive relationship with their staff.

Respondents in schools south of Hokitika appeared not to fare as well. One sole-charge teacher nominated the schools immediately to the north and south of her as supportive. However, the southernmost sole-charge teacher interviewed felt that he received no support from colleagues in other schools. Distance seemed to be a complicating factor and 'informal' resources were relied on.

'The Trustee Savings Bank van lady will deliver goods between schools every Tuesday. We do get Resource Centre items sent down. It can be complicated and things do go missing'.

A teaching principal in a southern school was enthusiastic about a late appointment to the staff of his school, a teacher who had just completed Voluntary Service Abroad.

'An extremely exciting person and teacher. Has the philosophy it has taken me 20 years to develop - he already had it when he arrived - fitting in beautifully - kids think the world of him - fairly big plus after such a lot of staff changes'. However, contact between schools was not as positive.

'We were having meetings along lines of Midland Line - five last year but this year we haven't had any at all. Travel also hinders things ... I do try and organise a day once a year for our staff to go and observe in another school...'

Perceived support for teachers in the Nelson Board area varied. Three felt that staff relationships were supportive and one principal nominated a neighbouring principal as his major support person. One class teacher felt that she was not receiving professional support from within her own school but had staff in other schools to whom she could go.

One teacher found less general support in a Form 1 - 7 school than there had been in the primary sector. 'If I was any younger or new into it I would probably be floundering'. She relied on primary colleagues in other schools and also rang the visiting teacher when she had a problem.

4 (d) (i) How much contact do you have with parents? At certain times? What issues are discussed? (ii) Do parents assist in your class? School? (iii) Are they involved in planning programmes? (iv) What do you see as the ideal relationship between school and home?

(i) How much contact?

Most respondents (12) gave replies which were variations on an open-door policy. Teachers in the smaller and more isolated schools tended to voice their welcome to and reliance on parent contributions, e.g.:

'In our old school we have the community library and we have also started a pre-school there with the help of (the REAP pre-school worker). A lot of parents pop in when they come to the library. Involvement with swimming - we go to a parent's pool as we haven't got one at the school. A lot of parents come there too. We have a lot of social activities in the hall and everyone attends'.

'Being a little school I try and get parents into the school for mother help. We have had cricket games, pupils v parents, had a mini-Commonwealth Games to get all the parents along, concerts ... All the parents are either on the committee, or the Home-and-School so you do see them quite a bit - seven families at the school'.

'...working bees generally draw us together, school committee meetings, end of school day when parents are picking up children or when I'm driving the bus and occasionally

when I get out and assist the farmers'.

'They are free to come in and out to school. They have a look at children's books and pictures on walls. They often come and have lunch with the children and myself. Every second Friday we have assembly and we have a good turn-out of parents. If the children are doing something particularly good, for instance in swimming, I might ring and say, 'Can you come by at one o'clock and have a look at your child swimming?'

'I like the small set-up because of this. I can ring them up any time I like. Parents can come into the school at any time they wish'.

One respondent found that parents came to school to discuss their own personal problems.
'We have a lot of contact in that it is a problem area and you have a lot of parents coming to us about their problems ... They come along to talk with somebody who is professional enough just to talk their problem out and who will listen and perhaps be able to put them in the right direction as to where to go'.

One respondent had been a sole charge teacher for two years and had recently moved to a larger town school. She spoke of the stresses of sole charge teaching and her reliance on parent help. '...parents were wonderful

and if I hadn't had the parents' support I couldn't have managed the way I did. It was through parent help that I was able to keep the kids at the standard that I wanted them to be'.

When asked if the teacher had the same parent contact at the town school she replied 'Not to that extent because of the nature and size of the school ... I think that in a remote rural area there are no jobs for the mothers to do. They tend to have the interest in the school.' However, she stated that she had just started a mother help scheme in her new school. 'I have a mother coming in every morning from 11.00 - 12.00 to type the kids' stories etc. (There are) seven mothers involved. They're happy to be doing it and the children like it'.

Three respondents suggested limited parent contact. A sole charge teacher said 'In the school I advertised for parent help in the first year I had been here. Got one reply. I want the community down around the school. The latest curriculum review is suggesting that and I can see the merit in it. I have to be aware that my parents in the community don't know what is happening in school'.

A town school teacher reported 'Socially I have a lot of contact with parents, the school itself possibly doesn't. We don't have a large number of parents attending any school functions, or enquiring about their kid's progress.

TEACHER INTERVIEW

I had two parents this term to make enquiries.

A Scale A teacher in a Form 1 - 7 school responded: 'Quite a lot (of contact) but not in a formal situation -more informal, down the street etc. Not on a one-to-one basis but as a community as a whole you do see a lot of parents'. This same teacher stated that she didn't feel comfortable going into the primary school where she had taught before. 'I feel very much a parent there. I find that the situation at (my present school) is not very parent-teacher minded. I think it should be. I don't endorse a wholly open-door policy but I feel there should still be a lot of liaison with school and parents'.

(ii) Do parents assist in your class, school?

Five respondents stated that parents help in the school. Some gave a qualified reply, e.g. one sole charge teacher had been Acting Principal of a two teacher school at the time of the survey. She had not found the need, in her two months in her new school, to ask for parent help but stated that in her former school parents helped with the reading programme or with Maths.

'Yes (parents assist) but we haven't done this year as our infant class is only ten'.

'Not at this moment but they're going to'. Principal two-teacher school.

'With reading I run a parents' course for three hours because I want them to know what to do, how to do it and what responses the children are going to give them. Free-for-all involvement in the classroom to me has to be controlled'. (Sole-charge teacher)

One respondent gave an initial negative answer saying '...because it was a smaller class I never felt that I couldn't cope. I never thought of the necessity to have parents involved.' However, she then went on to say 'I did request parent help for different things, like weaving - mothers came in and helped us to finish things off with lining them and putting velcro on them. They were always there when we needed them...'

Three respondents gave an unqualified 'No'. The first cited parents living in the country as a difficulty. The second felt it would cause difficulties in a problem community.

(iii) Are parents involved in planning programmes?

Three respondents stated that parents were involved in planning programmes. In one school this was seen as part of a parent's job as a teacher aide. In the two other schools, a variety of programmes and activities were being run by parents:

'One parent organised a pet show and two parents are organising a mini-agricultural show. We have a market

day soon and they are organising that side of things. We had two parents who took dancing classes and we have had parents come and help with music lessons...'

'...particularly with things like handwork. We have people with swimming talents who help with the swimming. If there is talent, you invite it in and it is good for them.' (Parent planning?) 'Yes, in the sense we discuss what needs to be done, talk over the simple framework, leaving the main work to them'.

Three respondents stated that parents were not currently involved in planning programmes but that they saw the opportunity for this in both the Curriculum Review and the new Health Syllabus.

(iv) <u>What do you see as the ideal relationship between school and home?</u>

Eleven of the respondents felt that an unconditionally open relationship with parents constituted the ideal. This not only allowed parents to come into the school to talk, observe and contribute but also allowed the teacher to contact parents as concerns, changes in programme or children's achievements arose.

Two teaching principals acknowledged that such a policy for them, can be problematic in terms of interruptions

to their programme or to jobs needing to be done after school. However, they felt that potential problem situations could be defused if parents felt free to approach the school.

Three respondents favoured a relationship in which the professional domain of the teacher was clearly recognised. These teachers were not comfortable with any increase in parent participation in programming.

Four respondents expressed concerns about parent responsibility. Two were concerned that parents should be responsible for the discipline of their children. One felt that 'the school is being asked to do too much with social problems. Both (teacher and parent) have an equal responsibility to ensure that the kids' social behaviours are acceptable.'

Two respondents expressed disappointment at the lack of response by parents in their community. One particularly, felt that communication became reduced to 'hassles' about the problems and negative happenings at school.

SECTION 4:

SUMMARY:

From the responses to this section it became apparent that group activities for small schools were being arranged. For the vast majority, however, interschool sport was the only activity carried out when schools came together. Two primary schools had access to some cultural activities provided through the F1 - 7 school in their area. Four small schools were attempting to share staff expertise and to give their pupils the experience of working in a larger group. None of the respondents were looking at sharing expertise to cater specifically for their CWSA.

Regular resource people in schools were limited to agencies from such departments as Health, Education and Transport. Those who were conscious of the need to expose children to a wide variety of experiences spoke of seizing opportunities as they arose or planning one-off community studies. None mentioned mentors for their CWSA.

Levels of professional support varied in different areas of the Coast. Teachers in the vicinity of Greymouth generally felt well supported. For teachers in South Westland, distance precluded regular contact with colleagues. For those in Reefton and Westport support was available but not necessarily within their own schools.

In most cases, parent support appeared to be readily available if the school asked for it. There also appeared

to be a tendency for the small country schools to involve parents more than did the larger town schools. Most teachers tended to limit parent activities in the school to a 'mother help' level where parents carried out small routine tasks under the direction of the teacher. However, in two schools parents with cultural talents were planning and carrying out programmes and activities for the children.

The majority of teachers in this sample favoured an unconditionally open relationship with parents. A small group, however, felt uneasy about what they saw as parent encroachment into the teacher's domain. None of the group were using parents to assist with CWSA.

SECTION 5: CWSA

INTRODUCTION

In this section, teachers were asked to focus on the child(ren) they had nominated as CWSA. Questions focussed on three main areas:

a) Identification

Recent literature on CWSA (Reid 1978, Maker 1982, Renzulli 1977, 1985 Conference on CWSA) using inclusive definitions offers a variety of checklists and approaches to identify CWSA.

The central role of the teacher and of teacher observation is emphasized. However, it is important that teachers verify their impressions against other sources. These may be tests, standardised or teacher-devised, or they may be other sources of information such as advisors or experts in the field.

b) The teacher's view and management of their CWSA.

The concept of the classroom as a responsive environment implies that the teacher will provide a setting in which all children thrive. In such an environment children will adjust well to each other and to the learning programme. Where children experience difficulties, the teacher will view their problems sympathetically and will have a repertoire of skills to assist the child.

c) The family.

Communication with and knowledge of the family is increasingly seen as important in mobilising all resources to assist

the CWSA. Parents have a uniquely historical view of their child(ren) and have important contributions to make to the child's learning experience.

TEACHER INTERVIEW

5 (a) 'You nominated X as a Child with Special Abilities. Could we look at why you perceive him/her this way? What alerted you?

The 16 teachers interviewed discussed 21 children in total.

Five teachers were already aware that the child was perceived as a CWSA before (s)he came into their class.

Two teachers of multi-level classes noted that the target child was able to produce facts or solve problems faster and more accurately than the older children in the class or even the teacher.

One sole-charge teacher saw the target child as being more able than any other in the local area and superior in ability to any other child he had taught.

Five teachers cited high PAT scores for target children and one cross-referenced the PAT score against a TOSCA score as a validity measure.

Most teachers took reading/language as a major reference point (18 children) - reading 12 responses; comprehension 2 responses; oral language 7 responses; vocabulary 6 responses; written work 5 responses; general language facility 3 responses.

TEACHER INTERVIEW

Four children who were nominated for their ability in maths were also seen as being good readers.

Eight children were described as having quick mastery or rapid insight and one a good memory.

Two were seen as having excellent general knowledge and three were said to be superior in virtually all curriculum areas.

Five children were nominated as creative, imaginative, individualistic chidren. For the teachers, these qualities were evident through humour, sensitivity, originality and imagination in written work and an independence that wasn't always easy to handle.

Five children were seen as having superior skills of relating both to adults and other children, confident and mature for age.

Four children were seen to have particular ability in sports and games. Two teachers commented particularly on the rapidity with which the children picked up new skills and became proficient in them.

Ten children were described by their teachers as obviously standing out from the rest - 'streets ahead', 'obvious', 'natural flair', 'tremendous ability'.

TEACHER INTERVIEW

5 (b) 'Would you describe X as a well-adjusted child?'

The teachers of eight of the children gave an unqualified 'Yes' to this question. Another five stated that they saw the children as well-adjusted but qualified that statement e.g.:

'Yes in view of his academic ability, he was'.

'...She seems to be well-adjusted. She is quite immature (sic) as well for her age. She always seems to seek children a lot younger than she is to play with so that she can mother and be boss'.

'He is well-adjusted in the fact that he is very confident, relates well to his peers and adults. I had difficulty in getting him to be a little less egocentric in behaviours. He is at times overbearing...A little bit of patience would go a long way'.

'In many respects, yes. Given the set of circumstances and knowing the background and knowing his Mum and Dad, yes'.

'Yes apart from the sulking and lack of initiative'.

Teachers of seven of the children felt their CWSA were not well adjusted.

Two placed the problem within the child's home circumstances e.g.:

'There have been a lot of emotional upsets in his life and he gets quite nervy...'

'In her family she is put down continually...Cinderella of the family'.

TEACHER INTERVIEW

Two teachers felt that the children's emotional adjustment had improved in the time they had taught them e.g.:

'...very babyish at first and tearful and very intense... Hopefully when I left I taught him to be a lot calmer than that...'

'Not 100% because he is fairly self-centred but he is improving. When he came to school he wasn't happy a lot, was fairly aggressive and very very bossy...Now he gets on well with his peers'.

One teacher saw the other children as a problem for her CWSA e.g.:

'She has problems socially. The other children know she is bright (and they) don't like it that she can do what they have trouble doing...lot of jealousy. Anything that the two children in the family want they get...Socially she is finding it quite difficult'.

One teacher generalised about the behaviour of his CWSA with this telling comment:

'To me it seems a bit of a common trait. They may be adjusted academically but emotionally they are strung like a violin string'.

TEACHER INTERVIEW

5 (c) 'What are his/her strengths? Weaknesses?

The majority of teachers nominated academic subjects/skills as their children's strengths. In addition, three children were seen to have exceptional skills in thinking e.g.:
'His depth of thought. It is a critical thing His ability to pick up concepts quickly'.

'She is seven years. She can explain the abstract, give a reason for anything'.

'Very good thinker, good at assessing what is being said can penetrate to the core of things quickly'.

Two were seen to shine as communicators e.g.:
'His speaking ability, communication. His understanding of things. Very very keen to talk and expand'.

'Marvellous language work. It is something that you read and it is different. It is the way she puts things, really mature'.

One boy was seen as outstanding in the sporting field with a high level of motivation in everything he did. His sister was described by the same teacher as having excellent organisational skills 'perfectionist in any written aspect and a good all-rounder'.

The latter was one of three children whom teachers described as all-rounders.

TEACHER INTERVIEW

'Terrific all-round child. Anyone who had her as a daughter would be proud of her...'

'We have always felt it from the start, first day he came to school... He is good at everything'.

One child was nominated as outstanding socially.
'Her nature. Was very good with other children. She was good at helping other children, very sensitive child'.

For one girl, her self-knowledge was seen as her strength e.g.:
'The fact that she knows herself, she knows what her strengths and failings are'.

Just as most teachers saw their children's strengths in academic terms, so they saw their weaknesses as being in emotional/social areas.

Five teachers saw no weaknesses in the children and one saw a weakness in reading as being a general retarding factor for his CWSA academically.

For five of the children, their weaknesses were seen as those of relating to peers e.g.:
"...He wasn't that tolerant in small-group situations with kids that were less able than him...'
'She lacks empathy with some of the younger members of the classroom'.

TEACHER INTERVIEW

'She liked things to be done her way, often made up the rules and if things didn't quite suit her she would adapt them accordingly'.

'...he is not very well accepted by the other children because he is so very different and he is a bit of a busy body... Not a good team member...'

'...he was an only child for four years plus and spent most of his time with adults...always treated as another adult really...he didn't have practice at relating to children'.

Two children were seen as insecure and therefore unwilling to take risks e.g.:

"...there were times when competent in terms of skills, research things and so on but organised and put on to paper was generally a fag and this was another thing which I felt was insecurity. She didn't want to obligate herself on paper.'

'She gets bewildered by anything she doesn't understand. She needs a lot of reinforcement that she is doing things correctly. She should have a little more faith in her own ability'.

One boy was seen to have difficulties with self-control.

'...If I ask him a question and his answer is a bit off-track, he gets upset at that...He once tried to go against me, ranted and raved - lucky to have been in a school which would tolerate his behaviour'.

TEACHER INTERVIEW

Two children were perceived as having personal problems which related directly to parental management.

'Very poor self-esteem and although she can often see a problem she can't work her way around it; how to cope with it... she is the youngest. Her mother keeps saying that she is the ugly one. There is an older girl...who is always told she is very pretty...'

'...There was this well-spoken, beautifully articulate little boy with a tremendous ability to write vivid stories... Then he would draw these funny little bodies with the arms coming out from the head and all sorts of incredibly immature pictures that didn't seem to fit with the rest of them...Mother was hovering anxiously - too young to do this etc...'

With one little girl her apparent lack of motivation was seen as possibly being linked with her disability.

'Very lazy. Could quite easily sit and do nothing if you didn't keep an eye on her. I don't know if it wasn't her hearing problem - if I can't be heard, I won't be seen. Sometimes you had to tell her to complete a task'.

One child's individuality was seen as a weakness in the classroom setting.

'The fact that she is so hard to motivate and to settle down to a task. She always wants to do her own thing in her own time and can't see any reason for order...if it is spelling time she would like to do her reading

at spelling time and then her spelling at reading time. She can't see why she has to fit in with a pattern even though I have pointed out to her that it is for my benefit. She will accept that. She creates her own order'.

TEACHER INTERVIEW

5 (d) 'What do you find most rewarding about X? Most frustrating?

Rewards of teaching their CWSA were expressed in many different ways by teachers but most responses referred to the responsiveness of the children e.g.:

'His sense of humour... Sometimes I would say something in the room that might be a bit subtle and he would be the only kid in the room that would pick it up. That was quite rewarding really and it was pleasurable to teach a child that wanted to learn...'

'She appreciated what you did for her. Getting extra books by finding out what her interests were. Enthusiasm was always there. Her sparkle'.

'I suppose it is his personality, character. Face lights up when he sees something. Shows all emotion by face. This is a joy'.

'I can relate easier to him because of his ability. I love reading his written work. I just get pleasure from what he does from the experiences I provide, I enjoy what he throws back at me'.

'He checked my spelling. He kept me on my toes...'

'His divergent thinking and his difference. You always get an adult type of response from J--, very interesting'.

Two teachers saw rewards for the whole class from their CWSA e.g.:

'She has initiative and if she wants something done, she will say I can do that, will it be alright. She

will just go away and organise herself and others to do things'.
'Her production standard has lifted the whole school (sole-charge) up to her standard'.

There were no frustrations identified for eight of the children.

Five teachers expressed frustrations over their own perceived inadequacies e.g.:
'I could never keep up with her. I didn't know what to do with her next, where to lead her on to, or whether it was going to be too much for her'.
'Possibly for a kid like that, you can't identify their needs. That would be the most frustrating'.
'...not having the time to be able to sit and work things through with him orally. Really challenge him with questions and so on...'
'Wondering whether I am extending him to the best of my ability. I look at results on last year and if they are down I look at me, my programme...'
'It is a cricitism of me because I don't feel he is performing to what he could. Frustrated about me...Perhaps what I am scared of what will happen with him is that he will become a middling pupil and unless he is kept up to the mark, nothing will happen with our brighter pupils. If we do not extend them they just become mediocre. I think that is sad.

TEACHER INTERVIEW

For three teachers the frustrations were over the child's behaviour e.g.:

'..his aggression towards other kids. Very noisy child, attention-demanding kid...He had a lot to learn regarding consideration for others...'

'Sulking. I find this infuriating because I feel she is wasting her time. Not wasting mine as I ignore her. Spoiling herself. Such a tremendous strength in class'.

'...the main frustration at first was to overcome this feeling of having to be absolutely right. There would be tears if he got a word spelt wrong...'

Two children were seen as bowing to peer pressure not to achieve e.g.:

'...She tends to be a bit of a moaner at times. She will moan and I think it is very hard for her because her intelligence is well ahead of her chronological age. She is still only eight...Sometimes I think she tries to play dumb so she is accepted by the other children'.

'She could try harder than what she does. She doesn't want to be seen to be different than others. Peer pressure. Because she has got such low self-esteem and doesn't feel she is loved, she is going to the physical side of affection and she is trying to hide everything else'.

For one teacher frustration as well as reward lay in her pupil's divergence!

'Not a terribly good listener. He does unusual things. In a PAT test the answer is too obvious to him. In story-writing he doesn't always stick to what the topic is'.

5 (e) 'Have you discussed your view of X with her/his parents? What was their reaction?

Eight teachers reported that they had discussed their pupil's special abilities with parents and that the parents had been in agreement with their views or had accepted them without comment.

For some parents, there were issues of concern. Some felt more progress was possible, others were anxious that their children were being pushed too fast.

'...In their own hearts they know she is good but they get uncomfortable when you say she is good'.

'...His father felt that he had a weakness in maths and possibly he isn't as forward in maths as in the language areas'.

'They feel she needs to be pushed...They would prefer she was developed academically more than socially'.

'...Father was asking if we should have her psychologically assessed, asking what sort of tests I have done on her ...Mum's response when we suggested to send her to the College next year as a F3 pupil, not F2, was that she felt she wasn't ready...'

'She (mother) gradually got the idea that I wasn't pushing him, that I didn't have this expectation of him jumping classes or anything. She was anxious right at the end because we split the Std 2. Some stayed in my room...but he was one of the Std 2's that were going up ... he needed a challenge...'

TEACHER INTERVIEW

'They came to see me recently and asked about her, are concerned..that her attitude to school was completely gone this year...we wondered whether it was because of the other kids who take school as a place to come and eat lunch, play etc. and she felt out of it...'

TEACHER INTERVIEW

5 (f) Does either parent have gifts or talents out the ordinary?'

Ten of the 21 sets of parents had given no evidence of extraordinary abilities which the teachers knew of. In several cases members of the extended family were said to be gifted e.g.:

'...I know that the grandmother is gifted language-wise too. The parents...said she had her grandmother's gift...'

'My teacher-aide is his aunt and she is a very intelligent person and there are people in the family who are very talented...'

'I've heard from one of the other ladies that came over that S--'s aunty was an exceptionally gifted person'.

In nine cases one or both parents were referred to as being intelligent, well read, interesting to talk to or as having particular interests. Two parents were described as musical and two as able in the sporting field. One mother was teacher-trained, one held a degree and one was a registered nurse who was doing computer studies.

One father was described as 'into engineering...inventive in a practical sense' while Mother was 'a good talker and a good organiser'.

Two parents were seen to have exceptional gifts. One father was seen to be a good artist, '...highly individual

and delightful...' and a mother was described as 'very creative. Beautiful weaving and knitting, beautiful hand-dyed spun garments. She experiments with natural dyes...'

TEACHER INTERVIEW

5 (g) 'What kinds of things happen within the family that you feel are helpful to X? Not helpful?'

Overwhelmingly, families of the CWSA were seen as supportive of the school and conscious of the need for their children to have a good education. Teachers identified family members who spent time with the children, explained, answered questions and took them on outings. Sometimes these were extended family e.g.:

'They say the reason she read so well when she first went to school was the fact that next door right beside them is her uncle and he used to spend hours and hours with her before she went to school reading to her...'

'If there is anything on in Greymouth the parents will bring the children to it. They are aware of the wider and finer qualities of life and they encourage them to do handwork, needlework and soft toys, cooking etc. They are given a wide range of things to do'.

'...Always treated as another adult really, never treated as a little baby - boy to play with toys. Considered to be another person in the family to be consulted and have things explained to...'

'The mother is book-oriented and really interested in animals and wildlife and her interest has come through in the two girls...'

'The one unchanging thing in his life is his grandmother. He worships Gran. She spends so much time with him. If he wants something made she will sit and she will make

it. She is the reason that he is as well-adjusted as he is...'

Three children were seen to have parents who, while not being obstructive were not being helpful either e.g.:
'Nothing I can think of. She seems to cope by herself'.
'Home circumstances not very good. Father wanting to do his own thing and mother not having the character to stand up to it'.
'They don't put her off her work. She does her own thing. They don't put obstacles up to stop her. She is allowed to be independent. They just don't encourage'.

Five teachers were unable to identify anything in the child's family experiences which they felt were unhelpful.

In six cases teachers felt that the intensity of the parents' concern could be unhelpful for the child e.g.:
"They do help but I wonder whether they are not doing too much, that the poor kiddy is not being a kiddy. She is only in Std 2... she is doing a lot of extra work at home...They push hard. Father is a very authoritarian type of person...Schoolwork is very important and they must do well at school...'
'The father is a fairly pushy fellow. He would be wondering if M-- is being pushed enough...'
'His reading has suffered because of some of the sporting aspects he has been pushed to do'.
'The perfectionist aspect can be not helpful. The child

tries and the mother does not feel that it is good enough'.

One teacher saw a mother's behaviour management as unhelpful e.g.:
'...the fact that her mother really gives in to the sulking... Her mother will coax and I don't really feel it does any good. A-- gets her own way by throwing sulks...'

One family were having to make adjustments as the father had taken voluntary redundancy during the corporatisation of the forestry.

One boy was seen to suffer as a result of his parents' separation e.g.:
'When he goes away to stay with his father and his father's de-facto. Always disturbed when he comes back...Doesn't talk about it...'

TEACHER INTERVIEW

5 (h) To what extent have you asked Mr. and Mrs. X to be involved at school? Have they done so?'

Ten teachers stated that they had not asked the parents to be involved at school. One stated that the mother worked and two that the parents were supportive but that a specific request had not been made.

One mother worked as a relieving teacher in the school.

Five families served on their school committee. In one both parents were school committee members.

Two mothers were on the Home and School committee which organised fundraising.

One mother worked as the teacher aide at her school and two were Mother Helpers.

Several parents were involved in helping activities such as working bees, fundraising, looking after the video, organising a roster of parents to help with reading or assisting with sports events and trips.

One mother was very committed to the schooling of a hearing-disabled sibling of a CWSA. The teacher stated that Mother had not been involved in his class but that she was conscientious about home follow-up.

One teacher stated that the father of his CWSA was pretty anti..!Get to see him only when you've done something wrong'.

TEACHER INTERVIEW

5 (i) 'What do other teachers think about this child?'

This question was not relevant to sole-charge teachers and was not answered by some teachers whose fellow staff members were recently appointed or relieving. There were therefore ten teacher responses referring to 13 children.

Four teachers felt that other staff members were completely positive about their CWSA and one sole-charge teacher commented on outsider reaction e.g.:
'They think he is delightful. They all remember him. Art Advisor asks after J-- all the time...'

Responses from five teachers suggested that other staff members tended to judge the children in terms of behaviour or presentation e.g.:
'Some think she is a bit uppy because she looks that way at times but she is not...'
'They know he is quite capable - maybe a little bit boisterous in the playground...'
'Slightly undisciplined' (second staff member).
'Not exceptional. Saw her as a good kid, always reading...'
'...They were frightened of him - big boy - tremendously strong and well built. When he blew, he blew. He would respond by shouting. Other teachers tended to see this side to him rather than his brightness. Easy to overstep the mark with him, push him backwards'.

'Probably that he was bright and possibly a little timid. (Verbal communication with the principal confirmed that he doubted whether this child had outstanding ability).

It seemed that where staffing in a small school had been stable over a period of time, other staff came to know the CWSA well and to appreciate their special gifts e.g.:
'Agree with everything (the principal) says. I've known J-- since seven years of age (when she) came to school to sleep and then try to catch up when she woke up. She is a little girl looking for a lot of love and reassurance but also very very bright. Always got a lot of pleasure out of what she produced. She can express emotion so well that she does move you emotionally so you feel an emotional involvement with J-- because she makes you...'

SECTION 5

SUMMARY

Identification

a) Teachers in this sample tended to view particular children as CWSA in relation to their performance within the school setting. Approximately 50% were described in global terms suggesting that these children were readily recognisable. Some teachers made reference to sources of comparison such as standardised tests or previous reports which they saw as validating their perceptions of the child. Some children had achieved highly in competitive areas such as interschool sports. A high achievement level in reading and/or language work seemed common to the majority of children. No child was nominated as a CWSA in spite of poor levels of achievement in this area. A small group were identified by their depth of thinking, the speed with which they picked up new concepts and their analytical ability. Approximately 25% were mentioned for their superior social skills.

b) Teachers' view and management of CWSA.

Research has shown that CWSA are likely to be well-adjusted children (Reid 1980) who work well in the classroom. However, when programmes are not geared toward their ability and interests they may be seen as a nuisance (Gowan 1975). In the United States, particularly, the problem of the gifted underachiever who goes unrecognised is a matter which has been recognised by writers in the field (Goldberg, 1981)

The present sample of teachers appeared to have a strong commitment to the children they had nominated as CWSA. They found the children rewarding to teach either because they were eager learners and well socialised or because their talent and 'differences' as independent, lateral thinkers had captured the teacher's interest. No teacher stated that they did not like their CWSA or found him/her unrewarding to teach.

Frustrations expressed by teachers in the main, focussed on two areas; the behaviour and relationshps of their CWSA and their own doubts and inadequacies in catering for them. Time to extend the children and appropriateness of the programmes offered were of concern.

c) Family

Half of the teachers interviewed had not involved the parents of their CWSA in the school programme. Where parents were involved, it tended to be at a school committee or parent-help level. However, the majority of families were seen as supportive of the school and family members appeared to spend considerable time discussing, reading, or providing outings and experiences for the children. Where difficulties were identified in parent relationships with the school, the teacher appeared not to see the situation as one requiring assistance from an outside agency. Similarly, where teachers identified strong parental ambivalence or anxiety in coping with their CWSA, counselling did not appear to have been requested.

Responses from those teachers in larger schools to the question of attitude of other staff members to the CWSA suggested that, even when there were behaviour problems, staff who had been in the school for some time appreciated the special gifts of the CWSA.

D ANALYSIS OF RESPONSES FROM THE PARENT QUESTIONNAIRES

Introduction

There are many critical references in the literature to the inaccuracy of teacher judgement in the identification of CWSA. Reid (1980) refers to teachers' 'wretched record' in this area. Maltby (1984) reviewed a number of studies criticising teacher reliability in identifying CWSA and concluded that 'a great part of the differences that occurred in the identification of gifted children between teachers and researchers may be attributed to the use of different criteria and different perceptions of what constituted giftedness in children. Rather than being inaccurate in screening for gifted children identified by IQ tests, the teachers may have been basing their judgement on other more immediate criteria, such as academic ability as revealed in the classroom. (p.3).'

The present vacuum in educational policy with regard to CWSA means that there is no firm model for teachers to follow in identifying and programming for CWSA. In the present study, because resources did not permit direct observation in schools, it was decided to access feedback from the parents of children nominated as CWSA. The information gained was examined from two viewpoints; firstly, the extent to which it provided verification of teacher opinion and secondly, to see if some judgements could be made about the quality of parents' statements about their children's abilities.

Method

Parent questionnaire forms[1] were sent to the schools which had nominated CWSA with a request to principals to forward them to parents.

Each questionnaire was accompanied by a covering letter[2] explaining to parents the aims of the study and stressing that their responses would be confidential.

Parents were given the option of returning the questionnaire to the school in the envelope provided or of posting it direct to the Psychological Service.

The parent questionnaire consisted predominantly of open-ended questions designed to elicit:

1) parents' view of their child's general ability
2) aspects of home management and parents' views on their children's social relationships
3) parents' views of what was important in education for their children and their satisfaction/dissatisfaction with their child's current education programme
4) parents' suggestions on areas lacking in their children's education and suggestions for improvement.

Sample

Questionnaires were returned on 53 children (72%). Four families each returned two forms. Opinions were therefore gained from 49 of the 67 families involved.

1 Appendix 4
2 Appendix 7

There were 25 girls reported on and 28 boys.

The majority of non-returns were from families who had left the district. A few principals reported that they had followed up parents but that the form had not been returned.

Children of parents responding to the questionnaire attended 24 of the 25 schools nominating CWSA, and were therefore representative, geographically, of the area.

Section 1

a) 'How would you rate your child's general ability? Very bright/bright/average/slow.

13 parents rated their children as very bright.
2 placed their children in the bright-very bright range.
33 rated their children as bright.
1 parent thought his child was average-bright.
4 parents rated their children as average.

On a general rating, with 'very bright' given as the ceiling assessment, 25% of the parents rated their children as 'very bright.' The majority (62%) rated their children conservatively as 'bright' while 9% of respondents appeared to disagree with teacher ratings by placing their children in the average range.

b) 'What has led you to think of him/her that way? Give examples.'

Parents gave a wide variety of examples to illustrate evidence of their children's abilities. However, several areas were common to a number of responses:

b.i Reference to advanced reading ability, ease in learning to read, sophisticated choice of reading material.

(23 responses)

e.g.

'....an avid reader, reading anything he can get his hands on eg Time magazine at the age of six. His current hero is Carl Sagan and he has read and reread his books (Cosmos and Comet)....'

'.... I was surprised to have her read things from (the) Listener and more surprised to find she knew what a lot of it means (7 yr).'

'....is reading books used at the High School for FI and II pupils. He reads and understands what they are about as we can have an intelligent conversation (8 yr).'

b.ii Reference to speed of learning, quick comprehension, an enquiring mind, curiosity, thirst for knowledge.

(20 responses)

eg

'....enjoys school and is always asking questions about everything from science to bank interest rates....'

'....always picks up new concepts quickly and easily - works quickly without needing to be shown extra examples....'

'....has learnt to read music on his violin easily and asks for more information than he is given. He is always eager to learn. He understands new ideas easily.'

b.iii Reference to extensive vocabulary, general knowledge, very wide interests, ability to hold 'adult' conversations.

(17 responses)

eg

'....Reads widely. Will carry out his own scientific experiments at home. Becomes very engrossed in constructing Dick Smith electronic kitsets. Loves to dismantle old TV sets, radios etc. Has followed the US space programme closely...'

'She picks up on a wide range of new ideas easily and enjoys adult company. She is quite often interested in finding more out about a subject - Egyptians (most recently), guinea pigs, royal family, carpentry, sewing...'

b.iv Reference to early advanced development in expressive and receptive language, evidence of unusual memory, concentration span, reading early without formal tuition, early mathematical/spatial abilities, hand-eye coordination, understanding of abstract concepts.

(15 responses)

'Spoke three languages at two years (bilingual family).

'Able to tell the time and read with understanding at four years.'

'Thirst for knowledge, concentration span one hour or more at 18 months old.'

'....speaking fluently at two, reading at three and a half and writing as a preschooler....'

'He was drawing from 19 months and used his artwork to reflect his interest in the world around him.'

b.v Reference to normative test results, advanced results in school attainment, opinions and statements from teachers.

(12 responses)

'Winner of (private school) scholarship scoring high marks....'

'He shows an exceptional talent for descriptive writing and has had some of his work published in the newspapers.'

'Interviews with previous teachers have said she has the intelligence to do whatever she wishes career-wise and that she teaches herself.'

Several parents stated that they had spent a lot of time with their children and that they had had expectations that the children would be bright. Others gave examples of their children's interests.

Summary

The majority of parents in this sample agreed with teachers that their children were of high ability. In many

cases they backed up their ratings with pertinent comments illustrated by examples of precocious or unusual abilities and interests such as are itemised in rating scales such as the Renzulli-Hartman Scale.[3]

3 Appendix 12

Section 2

a) 'Is your child easy to manage at home? What are his/her nicest points? What are the problem areas?'

Forty four parents felt their children were easy to manage, five stated that they were 'sometimes' and four felt their children were not easy to manage.

In identifying what they felt were their children's nicest points, parents ranged over a wide number of personality traits and behaviours.

Many saw their children as nurturing human beings; thoughtful (7 responses), considerate (6), kind (8), loving and affectionate (14), caring (6), sensitive (4), gentle (3) and understanding (1).

There were also a considerable number who commented on their children's alertness and humour; 'good sense of humour (11), fun-loving (1), fun to be with (2), loves to make people laugh (1), good company (3), interested and enthusiastic (3).'

A number of parents viewed their children as mature, well-adjusted people (4) who coped well with life (8), had a sense of fair play (1), set realistic goals for themselves (1) and were generally happy in their own company (4).

Many of the children were seen to be people-oriented and good communicators; 'friendly (2), warm and easy to interact with (3), able to communicate ideas and feelings (5), plays games on an adult level (1).' Three children were reported to love animals.

Most of the children were seen by their parents to conform to accepted social conventions. They were quiet, polite, pleasant and well-behaved (11). They were cooperative (3), willing to help (8), and do household chores when asked (8). They were reliable (3), honest (1) and trustworthy (1). They accepted responsibility readily (4) and helped with the younger children (3). They were willing to please within the family (7). Two were very tidy children.

Several parents commented on their child's high level of energy and motivation; 'very determined (2), sets goals to achieve (1), enthusiasm and stickability in projects (1), does a thorough job (1), boundless energy (1).'

Seven parents were unable to identify problem areas. The remaining 46 identified several areas of difficulty.

The first could be described as that of emotional intensity or lability, eg

'Becomes frustrated when physical capabilities slow down mental achievements....'

'....he gets easily frustrated if he doesn't understand something or what is expected of him....'

'....seems to get very frustrated for no apparent reason....'

'....tends to get frustrated at times.'

'Gets upset under pressure, becomes flustered....'

'J... has tantrums. He sometimes just refuses to cope with situations he finds difficult. He has a short fuse.'

'When he is asked to do a job he can sometimes have a tantrum....'

'On very few occasions we have found B... may become upset (tearful) if he is unable to achieve a goal....'

Such emotional intensity, in some cases, is expressed as rigidity of thought and action and attempts to impose the child's order on others eg :

'stubornness. Can't see why she should do things unless it seems like a good idea to her....'

'....She is extremely determined which has its good points but can be a problem unless she can win a certain amount of the battles.'

'....Doesn't like being interrupted in what he is doing. Can be very argumentative.'

'Can be overpowering with his enthusiasm. Likes attention, is constantly striving for this....'

'....She tends to be 'bossy' and to try to organise us.'

'Tends to 'boss' younger members, screams quite nastily at them....'

'He is too rough and tough for his own good. Things break when he is around....not fond of change.'

'....Does not meet new situations well.'

Some of the children are preoccupied with their internal world or with something which intensely interests them. This can cause problems with parents and siblings eg :

'Often seems to be in a dream....'

'A touch absent-minded which appears to be laziness.'

'Dreamy, lacks concentration when chores etc., to be done....'

'Doesn't always listen (or doesn't hear)....'

'Lacks concentration - in turn affecting listening skills and discipline....'

'At times tends to be insular, and needs drawing out to share his day's activities....'

'Tends at times to get lost in thought or can be distracted by a book or in doing something else instead of getting on with a set task.'

'Mostly with his older brother who gets annoyed when S.... prefers to spend time on a project which interests him instead of doing something with him.'

'....His mind is so involved in his ongoing 'mental acrobatics' that the mundane tasks of living eg dressing, ablutions etc tend to be left behind. Leads to parental

frustration at time taken to perform everyday tasks.'

Five parents felt their children's sensitivity hampered them :

'Extremely sensitive to what other people say....'

'Tends to lack confidence.'

'....he is rather shy away from his home territory....'

'she is too sensitive and sometimes lacks self confidence especially when she is tired.'

'In the past N.... was over-sensitive and aimed to achieve near perfect standards of neatness....'

Four parents expressed problems with their children's lack of self-sufficiency eg :

'....likes to have my whole attention all of the time when not otherwise busy.'

'Restless and needs to be doing something. Gets bored easily.'

'....occasionally requires assistance with ideas to fill in his leisure time.'

'He is not good at entertaining or motivating himself, except in a competitive way. Always wants 'you' to help with ideas, to play with him etc.'

Seven parents complained of their children's untidiness, and two commented that chores were dodged if possible.

Four parents found sibling fighting a problem while three noted relationship problems with peers in general eg :

'Intolerant with those of his peers who are not as sport-crazy as himself or show another weakness....'

'He has a rather high opinion of himself and tends to put others down if they are not as bright as himself.'
'Social interaction with other children - teases younger children but gets on with adults well enough.'
One parent commented that his son's physical coordination was slow to develop - 'consequently not very good at sport but tries hard.'
Another parent reported that her son had a slight deafness which hampered him.
Children's sleeping patterns and management of bedtime presented problems for three parents eg:
'Difficult to get to sleep, therefore sometimes very moody....'
'Does not sleep well....'
'Getting her into bed at night and getting her out to go to school each day.'
Their children's eating habits cause some anxiety for two parents eg :
'.... does not like food - would rather not eat at all!....'
'....she doesn't seem to eat very well but is always full of energy and doesn't get sick very often.'
One parent found that membership of a multi-class could have its problems eg:
'As the youngest girl in the senior room for nearly two years E.... is mixing with girls two and three years older. This can make it difficult establishing limits appropriate to her age.'

One parent identified the problem of 'broken homes, separations, remarriage etc.'

For one parent, her son's political consciousness presented problems eg :

'Getting him to accept that humans are trying to do the best they can despite the obvious failures of war, famine and nuclear armaments.'

b) "How would you rate your child's ability to get along with others? Why?

Twentyfour of the 53 parents rated their children's social skills as very good, two as very good/good and 22 as good.

Only two parents rated their children's social interactions as poor eg :

'Argues a lot with other members of the family. Is involved in fights at school.'

"He is very self-contained and will play with others only when it suits him. Copes better with children much older generally. Since starting school his social skills have improved markedly.'

Three parents pointed to variations in the success with which their children related to different age groups eg :

'Some people love him, others find him too much. Shows off and is silly with older children, too strong for his own age. Is good with babies and toddlers.'

'Relates well to most adults. Not so well to his peers, as they feel 'threatened.' He tries to monopolise.'
'Very good with younger ones and older children, shows a maturity and tolerance. But quite intolerant of those his own age who show a weakness.'
Nineteen parents who had given 'good' or 'very good' ratings then made qualifying statements.
One parent of an eight year old in a sole-charge school commented 'Put in with a group of children her own age she would have a friend within 10 minutes.'

Two parents saw factors in their child's upbringing as influencing their ability to relate eg :
'Generally good temperment but often at odds with (esp girls) peers because of way we have brought her up to be a person ie non-sex-stereotype behaviour.'
'Being much younger than our other child, S... is growing up like an only child and is more used to adult company. He gets on really well with adults but being a bit more sensitive, gets upset when teased, more so than if he grew up with others at home his own age. Also used to being alone and does not need the company of others as much as children from bigger families.'

Two children were seen by their parents to relate well to those older and younger than themselves but to have problems relating to age peers.
Two girls liked to be leader and to organise games.

Three children were seen to be somewhat uncompromising eg '...has a stubborn streak.'

'Doesn't set out to antagonise but says what she thinks.'

'....very tolerant with those younger than himself but doesn't suffer fools gladly.'

Three children were seen to be highly sensitive and easily hurt eg :

'very friendly and non-threatening. Other children seem to like her. Has difficulty in coping with rudeness, aggression and rough and tumble situations. Still can't understand why the world isn't perfect.

Six children were seen as being shy and reserved or self-contained eg :

'D... is friendly enough but he is often reserved and cautious before reaching out to others.'

'Needs encouragement to mix at times. Quite happy often to go it alone.'

'Because most children of J...'s age like romping around he is more technical and some children don't always like that.'

Twenty seven parents were completely positive about their children's social relationships. Most stated that their children had a circle of friends and some said that their children related well to all age groups. Several commented on their children's leadership capabilities.

Summary

The majority of parents saw their children as being easy to manage and also as children who got along well with others.

In noting the children's nicest points, a general picture built up of a group of children who would fit well into a school - well-behaved, people-oriented, well-adjusted and with a good sense of humour, and it seemed that 50% of the parents had no concerns about their children's ability to socialise.

Areas of difficulty identified by parents were, in some cases, those which could be seen to be common to all children eg untidiness. However, some areas, for example, emotional intensity, stubbornness, bossiness, extreme preoccupation, extreme sensitivity have been noted in checklists of characteristics of CWSA such as that of Renzulli and Hartman,[4] as those which may be pointers to high ability

4 Appendix 12

Section 3

a) 'Your child's teacher sees him/her as being very able at ....

Would you agree/disagree? Why?'

Ten parents omitted this question completely. It was not possible to gauge from the rest of the questionnaire whether or not they had spoken to the teacher.

Four parents stated that they were not sure what the teacher was thinking. Two of these made a point of saying that parent-teacher interviews had not been held. One reported, and agreed with, the 1986 teacher's views but said they were not sure how the 1987 teacher found her.

One parent wrote, 'Please contact us about this question,' and one wrote "I presume, from her school reports and teacher discussions, that her ability would be reading and language....'

One agreed with Maths and Reading as areas of ability but didn't elaborate.

Six parents did not fully accept the teacher's assessment, either contesting or adding to it eg :

Teacher assessment as able in general knowledge, solving problems mentally.

'He is always coming out with snippets of information and knows quite a few answers on TV quiz shows. We can't answer as to solving problems mentally as we haven't really observed this. It would be more noticed in a classroom situation as problems are set out.'

Teacher assessment as able in : maths, language.

'We have seen and are aware of these strengths., He also has a special talent in music.'

Teacher assessment as able in : assertive without bullying - independent abilities.

'These would be S...'s main strengths... Teacher has possibly not been at school long enough to judge abilities in individual subjects so I will ADD - Reading ability very good, writing good and improving, maths good.'

Teacher assessment as able in : creativity and language.

'She is creative (in art etc) and excels at drama. Her language ability could be disputed. Writing out a story or letter is a chore, so too is reading. Parental help voluntarily has improved her standard in writing and reading.'

Teacher assessment as able in : most subjects.

'T... has always been a very good reader, very easy to teach reading and understands what she reads. We feel she hasn't got the grasp on maths that she should have and she doesn't seem to <u>want</u> to learn her tables etc. She doesn't seem to be settling back to school as good as she was before her accident.'

Teacher (1986) assessment as able in : most subjects - although she feels she underrates her math capabilities and thinks girls can't be good at maths.

"We had this opinion put to us on several occasions but felt H... was sure of herself with maths and on discussing this comment with her she never agreed with her teacher's comment. She says she never underrates her math capabilities compared with male peers. Certainly she hasn't been brought up in the home environment to feel inferior to males in any aspects of education or life skills.'

Twentynine parents agreed with the teacher's assessment of their child's abilities. Of these four were teachers themselves, three parents referred to parent/teacher interviews, school reports and class placings as their source of information and one stated that her son had coped well with advanced mathematical and language work (French) provided by the Correspondence School.
One parent evidenced a trusting relationship with her son's teacher eg :
'I agree with (teacher) as she wouldn't set him anything to do that she felt was beyond him and I feel that with him being given certain important tasks, that also is very educational. She obviously sees him as quite a responsible child.'

The remainder of the parents elaborated their agreement with the teacher in terms of either the behaviours which they observed in their children or the provisions which they had made for them. Responses varied widely

in sophistication and length but all had a telling message eg:

'

we agree that she is particularly adept in these fields as witnessed from the many reports, account, stories etc that she has produced. She enjoys this work because she finds it easy to organise her thoughts and has a very good grasp of comprehension skills along with an active imagination. She is a very confident and fluent speaker also with numerous public speaking experiences behind her.'

'We've seen S... in action.'

'Because she does a lot of reading at home and seems to have no trouble at all, even the newspaper, and she's only six.'

'Reads widely. Will carry out his own scientific experiments at home. Becomes very engrossed in constructing Dick Smith electronic kitsets. Loves to dismantle old TV sets, radios etc. Has followed the US space programme closely.'

'S... has always had an excellent memory and has always been very perceptive. He has a great ability to 'figure things out' and if he has difficulties always asks for help. Once a thing is explained or discussed he always seems to remember. He has a great zest for learning new things and in sport, although more cautious than some boys always wants to have a go and enjoys it immensely when he achieves.'

'I've lived with her a long time, seen her interactions with animals, adults, children and I've noticed how often she has the 'answers.'

'An advanced reading age and ability to understand - enjoys maths and his book appears neat, his understanding good. Loves choir and dramatic performances, gives enthusiastically. Sport is an obsession - sets a high standard and has a natural gift to do well in most sports.'

b) 'What are the most important things for children to learn at school? Why?'

Most parents were concerned that their children should be taught basic tool subjects in school. Reading (17 responses, writing (12) and Mathematics (15) were most frequently nominated subjects. However, four parents simply nominated the '3 Rs' while others nominated 'basic academic skills (5), the gaining of (general) knowledge (2) and Health Syllabus (1).

A number of parents (11) were concerned that their children should learn to communicate effectively and to speak clearly (1). Language skills (2), listening skills (1) reasoning/analytical skills (3) and study skills (1) were considered important.

However, parents were concerned with more than an accumulation of knowledge. They wanted their children to learn how to learn (3), to be independent, self-

reliant and resourceful (9). They felt that school should be interesting and challenging (2) that it should foster a desire to learn (1) through individually encouraging children's special interests (3). This would result in enthusiasm and a love of learning (4). One parent stated that children become bored with basic repetitive programmes and two others that bright children need extension in order to work to their own potential. One felt that children need to know their rights and be able to question them in an intelligent manner and another that they should learn to work and play within accepted guidelines. One parent emphasised creative thinking, another the completion of set tasks.

Social skills (13 responses) were emphasised equally as much as academic skills. Learning to get along with others, cooperation and awareness of others were mentioned by 16 respondents. Another 14 respondents stated that respect and tolerance for the attitudes, opinions and property of others were important areas of learning.

Self-discipline, manners and high morals were rated important by seven respondents while three others emphasised a sense of self-worth. Two parents mentioned leadership qualities and the acceptance of responsibility while another would like children to be able to find a challenge and learn from it. Two parents hoped that their children would develop a positive outlook and become caring people.

c) 'Are you happy with the education your child is receiving?'

To this question, 24 parents gave an unqualified 'yes', 19 said 'yes' but added qualifying statements while 10 were not happy with their children's education.

Parents who were pleased with the quality of their children's education emphasised the importance of the teacher's skills, eg :

'We chose X school specifically and drive our son from Greymouth to receive the benefit of (the teacher's) experience and expertise with bright children....'

'Could not be bettered as (the teacher) appreciates J....'s ability and encourages him to use it in its full capacity.'

They also appreciated the opportunity to be involved in their child's learning, eg :

'Fortunately P... has had good teachers in junior school. They have given him a good basis, they have been encouraging, positive people and only too happy to have parents involved in the classroom. Good teachers and a good teacher/pupil/parent relationship are all good points.'

'....we feel he is receiving a good education as we are in touch with his teacher who knows his strengths and weaknesses and builds on them. We

try to work together as much as possible.'

Parents felt it was important for their children to have choices and to be able to work at their own rate, eg :

'X school is an ideal school for J.... He can work at his own level without being separated from his own age group but with the stimulation of older children working at a higher level.'

'E... is able to do individual studies on topics of her own choice and use her reading and research skills. She has a good balance of individual and group activities in and out of the classroom.'

Parents who qualified their approval mentioned their children's boredom and frustration with unsuitable programmes and the need for extension work, eg

'Yes, although at times he gets frustrated when lessons seem 'boring' and perhaps needs more challenge...'

'Mostly yes, but I do feel he could be extended more at times. He thinks that the work is easy sometimes and I feel he would learn more by really having to think harder about the problems.'

'S... has been very fortunate having teachers who have given extension work and he has been placed in composite classes to enable him to work with older children when necessary - he enjoys this. Disadvantage being that when he gets to F2 he may be bored...'

Teacher interest and skills were again emphasised, eg:

'Yes, but it seems to depend a lot on the teacher and there seems to be a fair bit of variability in the school.'

'Reasonably happy although we would have liked a little more teacher involvement instead of supplying the knowledge and letting the child make use of it - a little more guidance as projects were worked through.'

One parent pinpointed a concern about the small school, eg:

'Yes. A small school has many advantages. As R.... gets older I do see however, that the good teaching and secure environment have made him less able to cope with the thought of bad teaching and a new school. He is quite scared of going to Intermediate.'

Of the 10 parents who responded negatively to this question, 7 were concerned with what they saw as wasted time at school, an emphasis on slow learners to the detriment of bright children and negativity of teachers, e.g :

'Generally no. The classes always seem to cater for the average to below average children. Not enough extension for above average pupils and therefore (they) become bored and lose enthusiasm for learning

in general. Teachers need much more information about the effects of sex stereotyping on both boys and girls.'

'The fact that we have chosen to send B... to another school will indicate some dissatisfaction with the education he was receiving here. A few teachers, not all, did not make an effort to extend B... despite the fact we pointed out that this was necessary.'

'Not completely. I do not feel enough is being done to develop her individual abilities and creativity. She does not really enjoy school. Because of wide-ranging abilities in her class much time is wasted with discipline problems.'

The remaining three respondents had differing concerns. One parent disagreed with the teaching of Maori language. Another was unhappy with the 'block' timetabling for subjects such as swimming or road safety as it was felt children then lost skills they had gained in subjects such as maths. This parent felt that assistance in writing and reading at home had helped compensate for lacks in the school programme.

One respondent was critical of the teacher : 'Our current teacher appears to be in teaching for his own interests and these sometimes conflict with

the best interests of the children.

Summary

Over half (55%) of the parents appeared to be aware of how their child's teacher viewed him/her and were in agreement with that view, often illustrating their opinions in a very perceptive way.

Of the remainder a disturbingly significant group (30%) suggested by omitting the question, or stated outright, that they were not aware of how the teacher perceived their child. The remaining 15% were unable to completely agree with the teacher's opinion and either modified it or added areas such as music which they believed may not have been obvious at school.

When asked whether they were happy with the education their child was receiving, under half (45%) gave an unqualified positive response. An additional 36% percent were generally positive but added qualifying statements. For both of these groups the level of teacher expertise and interest was important. Those who were happy with their children's education mentioned parent involvement and choices available to the CWSA. Those who were unhappy referred to their children's boredom with unsuitable programmes, need for challenge and a feeling that too much time was being given to children of lesser ability and discipline problems.

The requirements of this sample of parents from the education system appeared relatively simple in that they were concerned, first and foremost, that their children should be taught basic tool subjects at school. However, they also expressed priority areas which implied process rather than content. The skills of social interaction were seen as important as were communication skills, and a number of parents were concerned that their children become independent, enthusiastic learners.

Section 4

a) 'What educational opportunities would you like your child to have that s/he doesn't have now?'

A total of 37 parents responded to this question.

Twelve respondents wanted more extension activities, more challenge and more individual attention for their children.

A number of parents nominated specific topics/skills e.g. Scripture (1). Outdoor Education (1), language other than Maori - possibly Japanese (1). Art (2), music specifically playing an instrument (3), access to computers (3), manual training (3) and training in oral communication (1). Four parents wanted more cultural facilities and activities with reference to fine arts and performing arts. One parent wanted more creative activities and another more practical and leisure skills. One parent wanted a craft day one day a week for a month run by parents and two others wanted more inter-school sporting and swimming activities.

A number of responses reflected awareness of the limitations of small schools and remote communities. One parent commented that a disadvantage of the small school was the lack of facilities and expertise.

Two respondents wanted their children to have the opportunity of working with children of similar ability. Two others pointed to a lack of children of the same age with a resulting limitation in learning of social skills. One parent was concerned that her son would have fewer opportunities as he got older and one wanted more information concerning vocational choices.. One parent wanted more opportunities for the children to mix out of school.

One respondent wanted more awareness and exposure to different cultures and groups in society while another felt visits to Marae were important.

Two parents were concerned about reference facilities. One wanted to see the school library upgraded while the other wanted access to a University centre with appropriate reference facilities.

Two respondents specifically wanted closer control on the quality of teachers - 'a young future is at stake...'

b) 'Do you have any ideas about how these opportunities could be provided?'

Forty parents responded to this question.

Thirteen felt that individual and small group extension work could be provided in a number of ways : - a group of able children of varying ages in the school could work together, children could be grouped vertically rather than by age, the child could work with a higher class in subjects in which (s)he showed promise, 'relief' teachers to cater for able children, workshops could be set up on specific topics in which parents could also be involved or 'extramural' courses could be tapped into such as those run at Muritai House.[1]

Eight responses had to do with the teacher and programmes more specifically.
One parent felt that children could be challenged through more and varied work in maths and language areas, some analysis and critical look at literature and study of a second language.

Two parents were concerned with teacher suitability and teaching style eg: '... the teacher could be more suited to teaching the various classes eg a patient and more involved teacher to the slower working class - the quick-witted, fast-pace teacher with the bright class...'
'...I prefer a system which leans more in the direction of developing the individual by exposing thosde talents rather than the somewhat pedantic acquisition

1 (Muritai House is a transition-to-work centre in Greymouth.

of knowledge usually for no better reason than to satisfy an examiner that you can answer questions in subjects that often have little use in the modern world.'

Two parents felt that parent-teacher communication was essential - 'Help parents to know how to help', and one wanted more teacher involvement in musical and sporting activities.

Ten parents made suggestions which involved a component of travel. One felt that there should be more interchanges between local schools while another felt that CWSA should visit and work with children in a bigger school as much as possible. Two parents wanted provision for rural children to attend Intermediate School. One parent felt that Outdoor Education was important for Coast children and that it could be taught on the basis of day excursions rather than camps. One parent suggested that more travel allowances could be made available for children to attend music lessons while another wanted to see visiting tutors made available for children with special aptitude in areas such as music, drama, art, sport and computing. One parent saw more frequent computer camps as valuable while another saw the need for trips to Parliament House, a marae, museums and musical shows as necessary to expose children to a variety of cultural experiences.

Six parents nominated further input into the school. Three of these were looking generally at using skills and involvement from the community eg craft tutors.

Three others were more specific eg :
'I would like to see the Department of Maori Affairs provide for our College a tutor for about 20 hours a week. This person is in our community and has a lot to offer all students. We do have a large number of part-Maori students who learn next to nothing of their own culture....'

'Scripture could be provided by ministers of the Church as before or some local people, not as a tedious subject but to give children an insight into various Church beliefs, and they can make up their own mind later on.'
'B... did receive extension work from the Correspondence School which was an excellent service. This worked very well in the Primary School situation where he was given the time to do the work. At Secondary School (in F1 and F2) the system did not work as well, as his teacher disapproved the first time he broght the correspondence work out to do in class, hence he was reluctant to try again. Teachers must encourage pupils to do the extension work and show an interest in what they are doing. These gifted children have a desire to excel and this must be encouraged.

One parent felt there must be more parent support for transport.

Three parents wanted more technical equipment, more computers and a range of simple musical instruments available in schools.

At policy and funding level parents wanted to see more funding and examination of conditions for teachers. Three parents wanted more teachers thus bringing about smaller classes. One parent suggested that there should be better salaries for teachers while another felt that teaching in isolated areas should be made a more worthwhile career. One said that school administrators, syllabus setters and teachers should be aware of the range of children's abilities. Two parents wanted more money allotted to schools, one specifically to fund reference material for the library. One parent felt that financial assistance should be provided for families in isolated areas.

Several parents accepted responsibility for extending their children's horizons eg :

'I think it is up to us as parents to be prepared to travel to enlarge her opportunities. We can send her to holiday courses. I don't think we would send her away to school - home life is more important

- plenty of tertiary opportunities are available in Christchurch and elsewhere.'

'Has joined Brownies in (own community).

Is on waiting list to be taught piano in (next town).

'Hope to join (local) pony club in near future.'

'We feel if our daughter is to realise her full potential it will necessitate either our moving to a larger centre or sending her to boarding school.'

'Sporting and musical opportunities are dependent on parents' out-of-school time.'

Summary

Responses to these two questions contained a certain amount of overlap. In both cases a significant group (33%) addressed the issue of extension activities, challenge and individual attention for their children and offered a number of alternatives for class and school organisation and/or modifications in content areas.

A number of responses to both questions were concerned with the limitations of small schools and communities and looked both at taking children to resources and also at ways in which resources could be brought to them.

Only one parent whose son had been enrolled, mentioned the Correspondence School as a resource. It seemed probable that other parents in the sample were unaware that the resource existed.

While several parents accepted that they must take responsibility for finding outlets for their children's talents, none stated that they were satisfied with the range and depth of educational opportunities offered.

E) ANALYSIS OF RESPONSES TO THE PUPIL QUESTIONNAIRES

Because time and resources did not allow direct observation of the children nominated as CWSA, an attempt was made to build up a picture of them, socially as well as educationally, through the use of a questionnaire.

METHOD AND SAMPLE

Following receipt of the completed survey forms, pupil questionnaire forms were sent to those schools which had nominated CWSA. Forms were coded to preserve anonymity. The questionnaires were answered at school but parents were informed that the children would be surveyed.

Questionnaire forms were sent to 74 children and 53 (72%) were returned. In the interval between the end of 1986 and March 1987, a number of families had left the district. Other children who had been in Std 4 or Form 2 moved to new schools and attempts to follow them up were unsuccessful.

Forms were returned by the Principals.

Upon analysing responses it was found that several of the questions had not yielded significant data. The following analysis, therefore, is confined to those questions where the responses were seen as a worthwhile addition to teacher and parent data.

Question 1: 'Do you enjoy being at school?'

Fortyfive of the children (85%) gave a positive response to this question. Five (9%) gave a negative response and the remainder stated 'sometimes'.

Question 2: 'What do you like about school?'

In answering this question the children gave a range of between one and six responses.

Twentythree children (43%) included a general activity such as 'learning', 'activities', or 'work.' Two children said that coming to school provided something to do, two said it was fun and one said she liked everything about school.

Twentyfive children (47%) included a response which was people-oriented, eg, company of other children, teachers, meeting people. Eight children mentioned their teachers, 16 spoke of socializing, seeing their friends or playing with other children, two spoke of meeting people or people visiting and eight gave general answers involving playing or playtime.

Twenty children (38%) nominated one or more class subjects or activities in their response.

Twenty children (38%) gave sports, games and going on trips as something they liked about school.

Five children (9%) compared school positively with home, eg, 'Something more challenging than sitting around at home."

'There is not an awful lot to do at home.'

"Don't have to be with other sisters or brothers.'

Question 3: "What don't you like about school?'

Seven children (13%) stated that there was nothing they didn't like about school. One boy didn't complete the section.

Seven children didn't like being punished or 'told off'. Two felt embarassed, two felt they were punished when they had not done anything wrong and one felt that some punishments were too hard. One girl was philosophical, 'Hurts me but it's a lesson.'

Eleven children didn't like the behaviour of other children at times. Two complained of other children being 'stupid', 'annoying', 'mean' or teasing them. One complained of 'losing friends or (being) kicked out of a group. The big boys can sometimes be quite mean.' Four children complained of fighting, swearing and bullying from other children, and one of cheating in games and schoolwork.

Two children felt they didn't get their fair share of attention from the teacher.

'I don't like having to wait while S2 and S3 get asked all the questions, I know most answers but I (hardly ever) get asked.'

'Not being listened to by the teacher when everybody else does. You don't get listened to when you have got something important to tell.'

One child didn't like it 'when children get too rowdy and teachers can't handle them.'

Twentyfour children (45%) didn't like aspects of their school-work. Two stated that they didn't like work. Three children didn't like Maths. One stated that she had no interest in it and another 'Because it is boring even though I am good at it.'

Two children didn't like spelling as they didn't succeed at it.

One boy didn't like painting on a set topic but said 'I like to paint for my own choice.'

Nine children talked of work that was boring or went on for too long. Of these three talked specifically about having to learn again things they already knew.

Four children found some work too hard.

One girl complained of spending too much time in a crowded classroom instead of having outside activities.

One boy disliked text book work as it was impersonal.

Five children had very practical dislikes. One found lunchtime boring as there were no activities going on. One disliked the wooden chairs which were hard on his back, one couldn't reach the tall netball hoops, one didn't like the colour of the school as he felt it didn't match the playground and one found the bus trips to and from school boring.

Question 10: 'Is there anything you would particularly like to learn at school that you don't have now?'

Fourteen children stated that there was nothing more they wanted to learn at school.

The remaining 38 children (72%) nominated 42 skills and topic areas of interest to them. Some were nominated by several children, eg, computers (5), learning basic programming (2), foreign languages (3), Maori (2), cooking (4), woodwork (4), metalwork (3), electronics (2), sewing (2), science (2), art (2), gymnastics (2), history (2).

The remainder listed here were each nominated by one child: archeology, astronomy, algebra, Egypt, baseball, typing, accounting, photography, stamps, self-defence, water sports, French, German, drama, space exploration, learning the piano, folk-dancing, knitting, nursing, being a teacher, air force - fighting in the air, finding out about other countries, animals - horses, how to write properly.

SUMMARY

The majority of children nominated as CWSA were children who enjoyed school. They enjoyed the learning activities and the interaction with peers and teachers equally. A significant group included sporting activities and games as a factor in liking school.

When it came to negative aspects of school life concerns were again divided between problems with teachers and peers and concerns over schoolwork. Most of those complaining about other children focussed on their aggressive and disruptive behaviours, eg, teasing and bullying. A small group was unhappy with punishments received from their teachers.

Nearly half of the children commented negatively on some aspect of their schoolwork. A significant group was concerned about schoolwork that was boring and a few spoke of relearning material already known. A smaller group complained of some schoolwork being too hard.

When asked if there was anything they would like to learn at school that was not currently available, approximately three-quarters of the group nominated a wide variety of subjects and skills ranging over sport, cultural activities, practical skills and academic disciplines.

PART IV

SUMMARY AND CONCLUSIONS

Aims of the Study

This study set out to examine the quality of educational provisions for CWSA of primary school age in the West Coast area of the South Island of New Zealand. Specific aims were to investigate:

A) the criteria used by teachers to identify CWSA on the West Coast;

B) the level of confidence and effectiveness of teachers in catering for CWSA and

C) the level of satisfaction of the parents and children involved.

This study is an attempt to gather data in a field which has previously received very little attention. Research on CWSA in New Zealand has been carried out in urban areas, often in intermediate schools. The incidence and needs of rural CWSA in New Zealand and the difficulties faced by their teachers in catering for them has been ignored by researchers.

The Area Studied

The West Coast is a relatively isolated area characterized by small communities separated by long distances. Difficulties are experienced in travel and communication. There is an historical pattern of fluctuating population and young people moving out of the area for higher education and job opportunities.

The area is administered by two different education boards. The 52 schools which cater for primary age pupils are small, 50% being one-two teacher schools. Staff turnover is high, the mean length of service of respondents in their present school being three years. The national imbalance in favour of males in senior positions in schools is reflected also in West Coast Schools. The number of teachers holding only a Trained Teacher's Certificate is higher than the national average although there is a significant group of teachers on the Coast holding completed degrees.

Results of the Study

The Survey

Information on educational provisions for CWSA was obtained by first surveying all scholls. Since data was sought on the criteria used by teachers in identifying CWSA, no definition or set of procedures was given and teachers were asked to rationalise their choices. Just under half of the schools nominated CWSA, surprise omissions being several of the larger schools in the area.

Respondents showed a marked lack of confidence in their ability to identify CWSA. Just under half spoke of relying on techer experience, intuition or observations and half of the respondents offered only one or two criteria on which to base a judgement. Data on programming revealed that all CWSA were being catered for in regular classroooms and the most common provision was by means of enrichment. Correspondence School extension programmes had been sought for a small minority of pupils. There were no "withdrawal" programmes. Schools were clustering only for sporting purposes and no mentor programmes were reported.

Resources for CWSA were lacking on the Coast and those which did exist were poorly identified by teachers. Difficulties expressed by teachers in catering for CWSA included lack of expertise, lack of resources and organisational problems.

Teacher Interviews

A small group of 16 experienced teachers who had nominated CWSA were interviewed to obtain more in-depth information. A general aim of this phase was to investigate the belief, expressed in current policy and educational writing in New Zealand that CWSA are best served by a regular classroom teacher who creates a 'responsive environment' in the classroom. More specific aims, therefore, were to obtain data on:

i) teacher's training and teaching styles

ii) their general management strategies

iii) their support networks and the levels of involvement of community and parents, and

iv) teacher's knowledge of CWSA and management of them.

i) Information from a national survey[1] has demonstrated that there are very few tertiary or teacher training courses which address the issue of catering for CWSA, and none of the teachers interviewed had formal training in this area. Further, few teachers felt that the training they had received at Teachers Colleges had had any lasting effect. The majority recalled principals and senior staff whom they credited as considerably influencing their development early in their career. Most teachers had attended in-service courses and opinions varied on their value. The most valued courses had involved individualised attention from the tutor and practical demonstration and activities.

1 See Page 31

Half of the teachers interviewed felt that they were able to interact with their children in a relaxed manner while still retaining control of the class. Over half stated that they felt happy in teaching and would continue in the profession. However, frustrations were expressed over perceived pressure to perform from employing authorities and community groups. They were concerned particularly about too high a rate of curriculum change, lack of resources and support services, and problems arising from the dual role of class teacher and administrator.

ii) Teachers in this group were generally concerned that childdren should feel welcome and secure in their classrooms. Because most taught multilevel classes, independence and cooperation were seen as essential skills for the children. Where teachers encountered behaviours which they viewed as dysfunctional, they described a number of reward and response cost strategies used. Generally these did not appear to involve parents.

Most teachers kept written records on children's progress, generally in the form of individual folders on each child. These varied in comprehensiveness and frequency of data collection and a minority of teachers tended to rely on familiarity in order to gauge children's progress.

Teaching methods varied from whole class to small group to individual tuition according to the perceived requirement of the situation. Most tuition appeared to be teacher-directed and only one teacher appeared regularly to condense or compact curriculum material for children advancing more quickly than others. A few, however, allowed children to work at their own level in a multiclass situation. A number of teachers regularly asked able children to buddy the less able.

Over half of the teachers interviewed stated that they had either not encountered an unlikeable child or that they had been able to overcome an initial dislike of a child. Of those who admitted that there had been children whom they had not managed successfully, the major problems appeared to be severe attention-seeking, dishonesty and violence. In each case teachers seemed to have coped on their own with no satisfactory assistance from either senior staff or outside agencies.

iii) Collegial support varied in different parts of the Coast with teachers in the more remote southern schools particularly expressing feelings of professional isolation. Apart from invited departmental support staff there appeared to be no regular visit from resource people to the schools. Most teachers seemed to favour an open-door policy for parents but only a small minority were taking advantage of parent talents in the school.

iv) Children nominated as CWSA by teachers were children who were demonstrating one or more areas of high achievement at school. Their strengths were seen by teachers to be mainly in the cognitive and academic areas, whereas weaknesses mentioned by teachers tended to be social/behavioural. In spite of this, most of the children were perceived as well-adjusted by teachers, and many made comments demonstrating a high level of approval and commitment to the children.

Most teachers appeared to be aware of their CWSA's home circumstances and had discussed the children's abilities with the parents. Most families were seen as very supportive with family members spending a great deal of time with their children. In a minority of cases, teachers felt that parents were overly concerned, to the detriment of their children.

Over half of the teachers had not asked the parents of their CWSA to be involved at school. Parents appeared to be more regularly involved in the small schools, often at School Committee and organisational levels.

Responses from Parents

The majority of parents agreed with teacher assessments of their children as CWSA, and were able to give telling examples of their children's often precocious abilities. They appeared, in the main, to perceive their children as easily manageable with good social skills.

Parents wanted an emphasis on basis academic skills for their children but also valued social learning such as tolerance and cooperation. In this the present sample of parents matched those from a national Heylen poll commissioned by the Christchurch Press and published on 9 February 1988.

Approximately half of the parents were completely happy with the education their children were receiving. Concerns expressed included children's boredom when programmes were inappropriate, variability in teacher skills and time spent in schools on slow children and discipline problems. A number of parents made suggestions concerning ways in which programmes for CWSA could be improved.

Responses from Children

The sample of children whose questionnaires were returned stated that they liked school for three different reasons. Firstly, a number nominated the content of their schoolwork in general or specific terms; secondly, a significant group enjoyed interactions with their teachers and other children and thirdly,

a number liked playing sports and games. Aspects of school disliked by the children included being punished, the poor behaviour of other children, and work that was boring. The majority nominated a subject or subjects of interest which they would like to learn at school but which was not presently available to them.

Limitations of the Present Study

1. The present study has examined educational provisions for CWSA in one rural area of New Zealand. While it is tempting to believe that findings may be generalisable to other rural areas, this may be an unwarranted assumption. One important variable, for instance, may be that of race. There are very few people of non-European descent living on the Coast. While, therefore, we may be able to make valid comparisons between the West Coast and Southland, the East Coast of the North Island may present with very different educational issues.

2. There has been considerable investigation of teacher judgements in the identification of CWSA and many writiers have been critical of teachers' reliability in this area. Because the time and resources available to the writer did not permit interviews or testing with the children or direct observation in the classroom, information reported by teachers concerning children's abilities and their classroom programmes must be taken at face value. Some confirmation of teachers' statements and opinions were provided from the responses of parents.

3. Most responses to the school survey were made by principals. Maltby found that principals' concepts of giftedness often differed from those of classroom teachers in that principals tended more towards exclusivity of definition than did their teachers. It may be that if all class teachers in each school had responded to the survey, a different set of criteria for teacher identification of CWSA would have emerged.

4. The sample of teachers interviewed, while representative geographically of the area, was a small one. It contained a relatively high proportion of teaching principals who had greater control over school philosphy and specific emphases in classroom programming than a Scale A teacher in a larger town school would have. They had further demonstrated their interest in CWSA by nominating children from their classes. If time and resources had permitted interviews with a group of teachers who had not nominated CWSA, data on teacher attitudes and management may have differed significantly.

Implications for Policy

1. Teacher Training

Data from this study suggests that the present model of teacher training is not meeting the needs of many practising teachers. The organisation of teachers' colleges seems to result in courses which may not be tailored to students' learning styles and which are carried out in a setting significantly different from the rural environment in which the present sample work.

Alternative forms of training should be investigated including apprentice teaching, distance education and internships.

2. Training in Catering for CWSA

It is clear from both teacher statements and the evidence of the National Survey (1985) that the teaching of CWSA is a neglected area in New Zealand teacher training. Courses should be included in teachers' basic training which teach identification of CWSA, effective systems of assessment and evaluation in the classroom, and the modifications in content, process, product and learning environment (Maker, 1982) necessary in catering for CWSA.

Russell (1969) made the point that education must precede identification, that is that teachers must have experience in catering for CWSA. It is therefore essential that every student teacher should be placed, at some time in their training, with a teacher who is operating an exemplary differentiated classroom programme.

3. Resources

Some able teachers competent in theory and practice in the teaching of CWSA do maximise the learning opportunities available for their children in the rural environment. However, they require further resources of a compensatory nature for able children in small rural communities. These may be resources which can be brought into the school on a regular basis such as books, videos, electronic communication networks, experimental equipment and specialist tutors. However, because of the isolation of many CWSA, resources must also be provided which allow children of like abilities and interests to come together. This is a relatively simple matter in cities or large towns but virtually impossible in isolated areas. At present, national special schools are being vacated as special needs children move back into the community. These residential facilities would be ideal for use as summer schools or for term-time seminars where rural

CWSA could use the cultural and intellectual resources of cities, where friendships could be made and interests fostered which could then be maintained in their home area through the use of resources such as those listed above.

4. Financing

The costs of mounting flexible programmes such as 'clustering' which enable CWSA to undertake shared projects with children in other schools must be recognised within the total education budget. At present, small schools are experiencing difficulty in obtaining travel funds and are also finding cartage too expensive to allow sufficient resources to be borrowed to support programmes. In such circumstances it is CWSA who suffer most as they most often require resources outside of the schools' normal supply.

5. Concept and Definition of CWSA

The present confusion in New Zealand education policy regarding the conceptualisation of giftedness or CWSA is shared by most other western countries. The trend, over a number of years, toward ever-increasing inclusiveness in definition has served to insure that a wider group of children with diverse talents and abilities may be recognised and encouraged in schools. It also sits more comfortably within the egalitarian ethos prevalent in New Zealand society. However, for the hard-pressed classroom teacher, expected to cater for a wide range of children's needs and abilities, a definition which is too wide and which is not accompanied by clear guidelines for identification and selection invites disinterest. Several New Zealand writers have suggested that rather than defining and conceptualising the group of children, it is the gifted behaviours and the ways in which these may be elicited which should be clearly delineated. Writers

such as Maker in the United States, Wallace in the United Kingdom and Dalton in Australia present models which could be generalised to New Zealand educational programmes, and this should be a priority for policy and programme planners.

Further Areas for Research

This study has presented data showing that CWSA are present in West Coast primary schools. It has demonstrated that parents generally agree with teachers in their assessment of the children nominated as CWSA. It has shown that teachers in this area generally lack knowledge and confidence in identifying and programming for CWSA and that the children who have been nominated are overt achievers who, for the most part, are pleasant, eager learners.

Further research could investigate:

1. The characteristics of those schools which did not identify CWSA. What factors are operating there? Are there no such children or do the staff have too stringent criteria?
2. The covert gifted. Are there CWSA on the West Coast who are not being identified? What factors are preventing identification?
3. Verification of teachers' statements about their classroom behaviours and relationships. Maltby (1984) included in her study direct observation of teachers and CWSA in classrooms and found conflicts between teacher beliefs and their own and children's behaviours.
4. Specific data on teacher programming. Are teachers using specific or circumstantial enrichment? To what extent are programmes differentiated for CWSA? How can such programmes be evaluated?

5. Many of the parents in this sample cited early evidence of high ability. Little is known of the entry assessments, if any, which are carried out when children enter school and the extent to which information gained affects decisions about children's placement and programming.

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LIST OF APPENDICES

SURVEY OF WEST COAST PRIMARY SCHOOLS

CHILDREN WITH SPECIAL ABILITIES

Name: Sex:

Position in school: How Long? ..... yrs

Number of staff in school:

Number of children in school:

Academic qualifications:

Was the teacher of Gifted and Talented children included in your Teachers' College course? Yes/No

If Yes, Name of College:

Type and extent of work covered :

In-Service courses attended on Gifted and Talented Children:

Units/papers taken on Gifted and Talented children :

Significant literature read on Gifted and Talented children :

SURVEY OF WEST COAST PRIMARY SCHOOLS

CHILDREN WITH SPECIAL ABILITIES

(Instruction:) Please answer each of the following questions even if you have no children with Special Abilities in your school at present.

1 Please nominate any children in your school whom you would consider as being in the category of Children with Special Abilities (Gifted and Talented). Give reasons for your choice.

2 What have you used/would you use in order to identify Children with Special Abilities (Gifted) in your school?

3 Could you please note any particular programmes or activities you have used with Children with Special Abilities.

4 Name any resources outside school which you have called upon/would call upon to assist in catering for Children with Special Abilities.

5 Have you encountered any particular difficulties in catering for Children with Special Abilities in your school? If so, please describe.

DEPARTMENT OF EDUCATION
PSYCHOLOGICAL SERVICE

Box 246
Greymouth

Your reference:

In reply please quote:

Telephone: 7210

TO ALL WEST COAST PRINCIPALS

Gifted and Talented children have, until recently, been a group overlooked by educational writers and policymakers. In the last few years, however, there has been a growing awareness of the difficulties which may be experienced by these children in the school setting.

In 1985 a departmental working party was set up at the Lopdell Centre which gathered together teachers, parents, university and departmental personnel who had a strong interest in the gifted and talented. The group produced a policy statement which recognized the need for research on present provisions in New Zealand.

The enclosed survey is being conducted as part of a thesis study for an M. Ed. degree. It is designed to add to information being collected in other parts of the country and focuses on children in rural schools. The initial survey is aimed at identifying Gifted and Talented Children of primary school age on the West Coast and will be followed by in-depth observations and interviews in selected schools.

It would be greatly appreciated if you or a delegated member of your staff would complete the attached questionnaire and return it as soon as possible to :

The Senior Psychologist
Box 246
GREYMOUTH

Many thanks for your cooperation.

Elizabeth Winkworth

Elizabeth Winkworth

DEPARTMENT OF EDUCATION
PSYCHOLOGICAL SERVICE

Box 246
GREYMOUTH

Your reference:
In reply please quote:
Telephone: 7210

8 October 1986.

GENTLE REMINDER

GENTLE REMINDER

SURVEY OF WEST COAST PRIMARY SCHOOLS

CHILDREN WITH SPECIAL ABILITIES

Many people have expressed interest in this piece of research and it is one which I believe is important in offering firm data on resources available in rural areas for children in general and for those with special abilities in particular.

In order to achieve a sample large enough to be valid for research purposes I need returns from all Coast schools.

Please Note : A NIL return is as important as any other.

Once I have an adequate sample I can plan the next stage of the research. Until then I'm hog-tied, folks!

PLEASE RETURN YOUR QUESTIONNAIRES SOON.

Elizabeth

Elizabeth

SURVEY OF WEST COAST SCHOOLS PARENT QUESTIONNAIRE

Pupil No. _____ School_____

Name of Parent(s)_____

Address_____Phone_____

1 How would you rate your child's general ability? Very bright/ bright/average/slow.

2 What has led you to think of him/her that way? Give examples

_____

_____

_____

_____

_____

3 Is your child easy to manage at home? Yes/No
What are his/her nicest points?_____

_____

_____

What are the problem areas?_____

_____

_____

4 How would you rate your child's ability to get along with others? Very good/good/poor

Why?_____

_____

5 Your child's teacher sees him/her as being very able at_____

_____

Would you agree/disagree? Why?_____

_____

_____

_____

_____

_____

6 What are the most important things for children to learn at school?

Why?

7 Are you happy with the education your child is receiving?

Comment

8 What educational opportunities would you like your child to have that he/she doesn't have now?

9 Do you have any ideas about how these opportunities could be provided:

Many thanks for your time and effort.

Elizabeth Winkworth
Senior Psychologist

SURVEY OF WEST COAST SCHOOLS QUESTIONNAIRE FOR PUPILS

Pupil No. _____ School _____

1 Do you enjoy being at school? Yes/No

2 What do you like about school? _____

_____

Why? _____

_____

3 What don't you like about school? _____

_____

Why? _____

_____

4 What subjects do you like most in school? _____

_____

5 What subjects are you best at? _____

_____

6 What sports do you like? _____

7 What sports are you best at? _____

8 What other things do you do with your teachers that you like?

_____

_____

9 How do you get on with the other children at school? _____

_____

_____

_____

_____

Why? _____

_____

_____

10 Is there anything you would particularly like to learn at school that you don't have now? _____

_____

_____

11 If you could have 3 wishes, what would you change about your school?

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

DEPARTMENT OF EDUCATION

PSYCHOLOGICAL SERVICE

Box 246
GREYMOUTH

Your reference:

In reply please quote:

Telephone: 7210

29 January 1987

To: Principals of West Coast Schools

Dear

SURVEY OF WEST COAST SCHOOLS

Thank you for responding to my initial questionnaire on Children with Special Abilities and nominating a child/children from your school.

This term, with your permission I wish to gain more indepth information from yourself, the children and the parents.

You will receive, in the mail, questionnaires to be sent home with the children. I have assured parents that their responses will be treated as confidential and have asked that they return the questionna to school in a sealed envelope for me to collect.

There will also be, in the same posting, a questionnaire form for each pupil nominated. If you wish to run off extra copies and administer the questionnaire to a group or class, that is quite acceptable.

Later in the term again with your permission I shall ask a small sample of children to keep a daily diary of their school activities.

To round out the school information I should like to interview you in more depth. Needless to say we will have to arrange a time after school so if you could check your calendar before I ring you we should have a clear idea of which days and times are convenient.

To give you some assistance with resources for this year, Pat Cogger, Principal of Kaiata School, and I have been putting together material which is kept in the Greymouth Teacher Resource Centre.

I have also ordered the last 9 copies in the present shipment of 'Adventures In Thinking" by Joan Dalton. I would heartily recommend this book and have included a sample page to give you some idea of the practical nature of the contents. Price is $21.95. Write out cheques to Every Educaid bookshop. I will collect the books from Christchurch and forward the cheques.

If you have any problems about the survey, I'd be pleased if you would ring me as soon as possible.

Regards.

Elizabeth

Elizabeth Winkworth
Senior Psychologist

DEPARTMENT OF EDUCATION

PSYCHOLOGICAL SERVICE
PO BOX 246 : GREYMOUTH

Your reference:

In reply please quote: EW/MS

Telephone: G'mouth 7210

29 January 1987

SURVEY OF WEST COAST SCHOOLS

Dear Parent(s),

I am at present conducting a survey of all schools on the West Coast which cater for pupils from New Entrant to Form 2 levels. The study is being carried out in conjunction with Canterbury University and the findings will be sent to the Department of Education with recommendations for improvements in services.

In my survey I am concentrating on those pupils whom teachers recognise as particularly able in one or more areas. In order to gain as full a picture as possible of these children, I am asking parents to complete a questionnaire on each child. Other information will be gathered through interviews with teachers and questionnaires answered by the children. A smaller group of children will also be asked to keep a diary of their daily activities.

If you have any objection to your child being involved in this survey would you please get in touch with the school or ring me at Greymouth 7210.

If you are unsure of what is meant by a question or would simply like to talk at greater length, you are also welcome to phone or make an appointment to call in.

All information will be treated as strictly confidential. When you have completed the questionnaire please place in the envelope and return to the school for forwarding.

Yours sincerely,

Elizabeth Winkworth
Senior Psychologist

8 SEQUENTIAL STEPS TO DEVELOPMENT

To achieve the ultimate aim of normalisation, through mainstreaming, it will be necessary to move to a single stream of education with special education acting as a support service. The steps which need to be taken to further develop special education cannot all be taken at once. Nor can they be placed in any strict order, since so many are interrelated. A major public education campaign is an essential prerequisite for this development. Without the support of society as a whole, the necessary resources will not be provided. The proposals which follow suggest actions which could begin as resources are made available and which could be extended over time as required. They are arranged in a fashion which would permit sequential development.

i A public education campaign.

ii The establishment of adequate administrative networks at head office, regional and district level across all sectors, and the development of training systems for departmental and education board staff.

iii The introduction of an information (data) system to link head office with regions and districts (which includes the psychological service).

iv Decisions on educational planning including resource allocations to be developed as far as possible for local action within national guidelines.

v Introduction of procedures whereby parents and the community can become more involved in planning and participation in special education. It will be necessary to ensure that cultural and ethnic differences are catered for.

vi A comprehensive review of pre-service, specialist and in-service training for all involved in special education, including non-teaching staff.

vii The recognition of educational practice based on individually assessed needs and teaching programmes provided in a form that permits accountability.

viii The establishment of a significant number of special education support units based upon the guidance unit model and aimed at the generic support for students with special teaching needs already in regular educational facilities. As part of this development the provision of a service to secondary schools and polytechnics should be investigated. The reallocation and expansion of the numbers of special needs teachers in early childhood should be begun to establish itinerant special education support unit systems in early childhood education.

The staff allocated to support special education programmes should work with the students most in need on a non-categorical basis except where specific programmes must be maintained for students with sensory or severe phsyical handicaps.

As soon as possible, a further allocation of ancillary aide and part-time teaching hours to meet needs established by the 1984 survey conducted by the department.

A review of the role of the Correspondence School in providing special education.

The development of a unified special education teaching service with a common salary scale (or some equivalent provision) and conditions of service.

i Non-teaching support staff in regular schools should not be funded according to a specified staffing category (for example teacher aides), but should be funded in a way that permits the employment of additional staff according to need (that is, a single fund for additional staff would make it possible to employ a variety of ancillary staff, including interpreters for the deaf and teacher aides).

The expansion of the early intervention programmes run by the department through the psychological service.

The development of a means by which families of students with special teaching needs can be supported, and encouraged to participate to the fullest possible extent in the education of their child.

An expansion of the number of places on training courses for psychologists to bring the service up to strength. At the same time, the role of the service should be reviewed to place a greater emphasis upon support for students with special teaching needs, through a consultative, team approach. When sufficient trainees are available the service should be expanded to meet established needs.

i The change to regional control of those two support services which work most broadly across sectors, in the psychological service and the advisers on deaf children.

ii The provision of appropriate funds to allow the smooth transition of all students who are severely intellectually handicapped into the school system.

A review procedure which would estimate more precisely the level of human and physical resources required for the education of students who need special education including those not associated with the formal education system. These estimates should be collated by the department annually. The information should be available when new

policy proposals are under consideration for reallocation of existing, or allocation of new resources. This goal cannot be achieved without the information-gathering system proposed earlier. An expansion of special education support staff to complete the staffing requirements established in any staffing review.

xx The identification of a resource teacher for special education in intermediate and larger primary schools, and a review of the responsibilities of guidance counsellors in secondary schools with respect to students with special teaching needs.

xxi The extension of teaching services in secondary and continuing education facilities for students with special teaching needs (particularly those who are intellectually handicapped) in order to ensure equity with their more able peers.

xii The strengthening and expansion of research activities in special education. Research activities should have direct relevance to the developing functions of special education in New Zealand.

xxiii The remaining segregated special education facilities should be located with age appropriate regular facilities as soon as possible. Their staffing and equipment resources should be appropriately distributed to the units that replace the segregated facilities. A method should be found to co-ordinate the work of relocated staff, and the necessary levels of consultation with the management teams of the regular facilities, perhaps by using the principals of the existing special schools as part of a support network.

xxiv The mainstreaming of students in national residential schools as far as possible and the use of those where appropriate for a resource and training function.

xxv Provision should be made to ensure that the location, management and activities of all mainstreamed special education services and all students with special teaching needs are fully included within the corporate life of the regular school or facility. To achieve this it would be necessary to strengthen the procedures for the effective use of school resources and develop training procedures for principals and senior staff.

xxvi A careful assessment should be made to establish which students in existing special classes could be more functionally mainstreamed along the lines already practised in some districts. The teachers released as a result should be available for an itinerant role to support the students and their teachers in regular classes. For those students for whom a separate special class is still considered the

best option, there will continue to be a need for transport. Every effort should be made to keep the numbers in this option to an absolute minimum.

xxvii The criteria for establishing special classes or separate centres for secondary students with special teaching needs should be carefully reviewed as a priority matter, to ensure that the policies used to assist these students aim primarily at enabling them to receive their education in a regular class with their peers except when this is clearly not in their best interests.

xxviii A review of procedures for providing and maintaining a student's specialist equipment and its transfer within and across sectors.

xxix To ensure the effective use of resources, existing staffing categories would be subject to periodic review to determine any necessary or desirable changes in their functions.

xxx Ongoing evaluation of the measures listed above is necessary to assess their continuing effectiveness, and should be included as an integral component of any new development.

xxxi As soon as possible all special education staff should hold a recognised qualification in this field.

Many of these proposals could be started immediately though they may take some time to complete. For example, if it was acceptable, the proposal to develop a unified special education staffing component could come under discussion as soon as all the interested groups could be brought together.

SUMMARY OF PROPOSALS FOR CONSIDERATION AND ACTION BY THE DEPARTMENT OF EDUCATION

The following proposals were suggested to develop the education of children with special abilities. They are listed in order of priority.

1. A statement of department position, policy and recommended practical provisions for the education of children with special abilities by the Director General of Education, in the Gazette.

2. To request District Senior Inspectors (Secondary and Primary) to establish Advisory committees to aid the development of provisions on a regional and education board basis.

3. To undertake a baseline survey of current provisions and approaches in education of children with special abilities (as described by the workshop on research, evaluation and development).

4. To establish an advisory service (permanent and/or seconded) to develop and monitor provisions throughout the education system.

5. Teacher release days for more in-service work to be available, aimed at a wider basis of acceptance and expertise in catering for children with special abilities amongst regular classroom teachers.

6. An increase in staffing; special needs release time, ancillary staffing available to DSI's for pilot or seeding projects.

7. An additional staffing component for teachers colleges and preservice training.

8. A review of the school and examination regulations which may inhibit individual progress.

9. To establish funding for development of resource kits or packages (eg on organising a school to include the needs of children with special abilities).

10. To establish a set of ASTU papers on the education of children with special abilities.

11. To obtain resource production grants (for the correspondence school, local groups etc).

12. Funding for using outside mentors/experts.

13. Funding for students and teachers to move between schools or to specific venues for activities.

Recommendations

The proposals set out in the draft report have been reviewed and revised in the light of the submissions made, and presented as recommendations. In some cases details have been omitted because the Committee believes they are included within the national common curriculum, or they will be better detailed in the national guidelines.

Each recommendation is accorded a timescale for implementation, and the group or groups which should take the initial action have been identified. It is intended that action start in 1988, in most cases, and that full implementation be achieved by the time indicated.

The Committee acknowledges that the rate of implementation of most of these recommendations will depend upon the resources made available to schools, managing bodies (school committees, boards of governors, management committees), education boards, the Department of Education, and other groups.

Initial action will often involve consultation with other groups, for example, teacher and community organisations. Once this initiative has been taken, responsibility for implementation may move to other groups, often at the local level.

In this table, the terms National Common Curriculum and School Curriculum have been used. The School Curriculum is the locally developed curriculum. Its nearest present equivalent is, for primary schools, the school scheme; for secondary schools, the sum of subject schemes, and administrative and philosophical statements and handbooks.

	Immediate (1-2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
Curriculum				
The Committee recommends that:				
1. there is a national common curriculum for all schools from new entrant classes to the end of form 5;	●	●	●	Government Department of Education
2. the national common curriculum provides a broad and general education and consists of the 15 national curriculum principles and the inter-related aspects of learning (knowledge, skills, attitudes and values);	●	●	●	Government Department of Education
3. the national common curriculum is given status by regulation and the present core curriculum regulations are revoked;	●			Government Department of Education
4. form 6 and 7 courses are developed as a continuation of the national common curriculum;	●	●	●	Government Department of Education Board of Studies
5. the regulations require each school to have a curriculum planning group;	●			Government Department of Education
6. the managing body of the school be responsible for setting up the curriculum planning group which should include school staff and be representative of the mix of people in the community;	●	●		Managing Bodies
7. each curriculum planning group prepares a set of curriculum aims appropriate for their students and consistent with the national common curriculum;	●	●	●	Curriculum Planning Groups
8. each curriculum planning group facilitates the process of continuous review of the school curriculum (or scheme);	●	●	●	Curriculum Planning Groups

	Immediate (1-2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
9. the curriculum developed by the school staff in consultation with the community and set out in the school curriculum (or scheme) is agreed to by the managing body and approved by the district senior inspector;	●	●	●	School Staff Curriculum Planning Groups
10. the school curriculum (or scheme) is consistent with the national common curriculum;	●	●	●	Curriculum Planning Groups Department of Education
11. each agreed school curriculum (or scheme) is available to the parents and the wider community and is used by the teachers of that school for planning;	●	●	●	School Staff
12. national guidelines are prepared, to be issued under Ministerial authority and used by the curriculum planning groups and school staff as they plan and implement the school curriculum (or scheme);	●	●	●	Department of Education Minister of Education Curriculum Planning Groups School Staff Board of Studies Suggested Mechanism
13. the parties to the Committee to Review the Curriculum for Schools immediately negotiate a specific mechanism for ensuring the initial and continuing implementation of the Curriculum Review and identifying the resources needed;	●			Parties to the Committee to Revi the Curriculum for Schools
14. a review of the effectiveness of the national common curriculum is undertaken ten years after its implementation;			●	Minister of Education
15. a unified school system be investigated in the light of the flexibility needed to implement the national common curriculum;	●			Department of Education Teacher Organisations Minister of Education
16. that the concept of a national school leaving certificate be supported;	●	●		Department of Education
17. programmes developed for all students including the gifted and the disabled, the talented and the handicapped, are consistent with the national common curriculum;	●	●	●	School Staff Department of Education
18. planning and resources for individual learning programmes take into account the extra needs of handicapped and disabled students, and involve the classroom teacher so that the placement is beneficial to all concerned;	●	●	●	School Staff Department of Education Parents Teacher Organisations Managing Bodies Education Boards
19. the talents of gifted children are better identified and suitable programmes and resources provided;	●	●	●	School Staff Department of Education Parents
20. evaluation and reporting procedures are oral as well as written, and opportunities are provided for students and whanau (family) to take part and celebrate achievement;	●	●	●	School Staff Students Whanau/family
21. schools implement more effective methods of informing parents regularly of a child's progress, and of sharing concerns as early as possible;	●	●	●	School Staff
22. assessment ceases to emphasise ranking, and shifts to recording individual and group achievement of students;	●	●		School Staff Department of Education Board of Studies Suggested Mechanism
23. teachers in schools at all levels make sure that girls have equal access with boys to the use of specialised equipment and to computers, taking affirmative action if necessary;	●	●		School Staff
24. provision is made for catch-up classes in mathematics and science for girls who need these;	●	●		School Staff Department of Education
25. teachers in schools at all levels make sure that girls and boys at all levels are taught the skills of parenting and homemaking and are helped to recognise the value of the tasks and roles of parents and homemakers;	●	●	●	School Staff Department of Education Parents
26. the school system accepts its role in the promotion, retention, and preservation of Maori language and culture;	●	●	●	Department of Education Managing Bodies Education Boards School Staff Teacher Organisations

	Immediate (1–2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
Maori language is available to every student who wishes to learn it, or learn through it;	●	●	●	Department of Education Managing Bodies Teacher Organisations
schools identify the stage they are at in their development of taha Maori and Maori language and culture programmes, plan how they can develop further, and take action;	●	●		School Staff Curriculum Planning Group Managing Bodies
the school system presents a balanced view of the historical development of this country and the Treaty of Waitangi;	●	●		School Staff Department of Education Curriculum Planning Group Managing Bodies Education Boards Teacher Organisations
programmes are developed to ensure that Maori girls reach high levels of achievement and are encouraged to enter into a wider range of occupations and professions;	●	●	●	School Staff Community Teacher Organisations Managing Bodies Education Boards Department of Education
all people employed within the education system are trained to recognise the effects of racism and to take active steps to eliminate it from schools;	●	●	●	School Staff Curriculum Planning Group Education Boards Department of Education Teacher Organisations Teachers' Colleges
special attention is given to the role of television and other media in education, through research into the effect on children and their learning;	●	●		Department of Education School Staff Teachers' Colleges
a national policy is devised to ensure that students at all levels have greater access to computers as tools for learning;	●	●		Department of Education Teacher Organisations Managing Bodies
affirmative policies are implemented in respect of funding, staffing, and resources to make it possible for all schools to meet the demands of the proposed curriculum;	●	●	●	Department of Education Managing Bodies Education Boards Teacher Organisations
a national policy on languages is developed, embracing Maori, English, Pacific Island languages, foreign languages, English as a second language; and including first language learning;	●	●		Department of Education Teacher Organisations Language Community
provisions for second or other language learners, such as Pacific Islanders and South East Asians, are reviewed and more suitable support and resources provided;	●	●		Department of Education Teacher Organisations Teachers' Colleges
methods of discipline that involve violence, such as corporal punishment, are not used in schools;	●			Department of Education Curriculum Planning Group School Staff Managing Bodies Teacher Organisations Education Boards
schools plan for effective ways of organising time and space within the school, to increase opportunities for learners;	●	●		Education Boards Managing Bodies School Staff Community Department of Education Teacher Organisations
effective classroom and school management strategies are developed to ensure that the needs of disruptive students are identified and met;	●	●		Education Boards School Staff Parents Teachers' Colleges Department of Education Managing Bodies
developments to open up the boundaries between schools and other educational institutions are encouraged, including access of students to continuing education evening classes;	●	●	●	School Staff Managing Bodies Community Technical Institutes
both the educational value and the financial costs of learning experiences outside the classroom are taken into account;	●	●	●	School Staff Parents Department of Education Managing Bodies Education Boards
until the proposed curriculum is fully implemented throughout the school system, special programmes are available for those students who need help in the transition from school to working life;	●	●	●	Department of Education Community School Staff Managing Bodies
alternative forms of schooling within the state system are provided to meet the needs of students who are not otherwise suitably catered for.	●	●	●	Community Department of Education Teacher Organisations

	Immediate (1-2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
Management				
The Committee recommends that:				
44. managing bodies (boards of governors, committees of management, and school committees) and education boards plan to ensure that their membership is more representative of the racial, gender, and social mix of people who make up their community;	●	●		Managing Bodies Education Boards Department of Education
45. changes to the regulations are made to allow for public attendance at primary school committee meetings;	●			Government Department of Education
46. that within the structures governing them, managing bodies work towards encouraging the maximum levels of community participation in their meetings;	●	●		Managing Bodies Education Boards
47. wide local publicity is given to the timing, location, and agenda of meetings of managing bodies at managing body and education boards election times to encourage people to offer themselves for election; and to the timing, location, and agenda of meetings of managing bodies;	●	●		Managing Bodies Education Boards
48. the ability of managing bodies to meet the needs of their communities is strengthened by providing wider discretionary powers over financial matters;	●	●		Department of Education Managing Bodies Education Boards Teacher Organisations
49. the payment of attendance fees and travel expenses to school board and committee members is explored so that all groups can afford to take part;	●	●		Department of Education Interested Groups
50. provisions are considered to enable paid leave from jobs, and suitable allowances for those not in paid employment, to participate in curriculum planning groups;	●	●		Department of Education Employer and Employees Groups
51. within national awards and provisions, ways are found for parents to have paid parental leave and childcare to enable parents to take part in school activities;	●	●		Department of Education Employer and Employees Groups
52. resource people from the community are recompensed for their involvement;	●	●		Department of Education Managing Bodies Education Boards Teacher Organisations
53. reservations about intermediate and open plan schools are addressed at the local level;	●			Community Managing Bodies School Staff
54. stronger links at a local level are made between early childhood centres and schools;	●			Department of Education Parents ECE, Primary and Second Organisations School and pre-school staff
55. approaches are made to departments such as Health, Social Welfare, Maori Affairs, Pacific Island Affairs, Labour, and Internal Affairs to discuss the shared provision of resources and funding to promote equity in schools.	●			Department of Education
Teacher Education				
The Committee recommends that:				
56. recruitment is targeted at students earlier in their schooling, particularly to encourage boys to consider work in early childhood education and primary schools, and young people from all cultural and social groups to consider teaching as a career;	●	●	●	Department of Education Teachers' Colleges School Staff Education Boards
57. financial provision for trainee teachers is increased to a level that enables applicants to be drawn from a much wider community;	●	●	●	Government Department of Education Teacher Organisations
58. recruitment of adults from the community is encouraged, and second chance courses are available to help them improve their qualifications for entry to teachers' colleges;	●	●	●	Department of Education Teachers' Colleges Education Boards

	Immediate (1–2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
urgency is given to increased recruitment of bicultural, bilingual teacher trainees, particularly Maori and Pacific Island people;	●	●	●	Department of Education Teachers' Colleges Education Boards Managing Bodies
selection procedures are adapted to give due weighting to bicultural skills and non-racist and non-sexist attitudes in all applications;	●			Department of Education Education Boards Teacher Organisations
membership of selection panels is regularly reviewed and no member serves for longer than five years continuously;	●			Department of Education Education Boards Teacher Organisations
selection committees for teachers' colleges and appointments committees for teachers place greater value on work done in child-rearing, home management, and financial and administrative experience in voluntary work in the community;	●			Department of Education Teachers' Colleges Education Boards Managing Bodies Teacher Organisations
each school's community, through its elected representatives, shares in the writing of a description of its characteristics and of the expectations held of the school and its staff; this to be made available to the appointments committee and to all applicants for positions in the school;	●			Curriculum Planning Group School Staff Teacher Organisations Education Boards Managing Bodies
the review of teachers' colleges is based in large part upon the national curriculum design;	●			Teachers' Colleges Department of Education Teachers Colleges Association Association of Teachers College Councils Teacher Organisations
all teachers' college trainees gain a thorough understanding of the national common curriculum during their training, and teachers' college staff be trained for this purpose;	●	●	●	Teachers' Colleges
there is an increased emphasis in teacher training on developing skills and strategies in areas such as: • human relationships and communication, including listening; • identifying and eliminating racism and sexism; • meeting the needs of the talented and the handicapped, the disabled and the gifted; • working effectively with adults and the community; • using technologies for learning; • evaluation and reporting; • Maori language and culture, and working in Maori communities; • working with the many multi-ethnic groups who make up New Zealand society; • resolving conflict; • furthering personal and professional development; • managing multilevel groups;	●			Teachers' Colleges
time, training, and access to resource people are made available to all departmental officers, inspectors of schools, advisers, support service personnel, and school staff to enable them to monitor their own behaviour, plan for changes, and review their progress in meeting the demands arising out of the national common curriculum; particular attention being paid to: • working with adults and the many cultural and social groups within the community; • developing skills in recognising and eliminating racism and sexism; • deepening understanding of Maori culture and language; • sharing decision-making;	●	●	●	Government Department of Education Teachers' Colleges Education Boards Managing Bodies Teacher Organisations
school staff are encouraged and trained to develop styles of management that are co-operative, with emphasis on shared leadership by both sexes;	●	●		School Staff Managing Bodies Department of Education

	Immediate (1–2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
69. affirmative action is taken by appointments committees to redress the balance of women and men in senior positions in all sectors of the education service;	●			Education Boards Department of Education Managing Bodies Teacher Organisations
70. specific management training is provided for all teachers before and after taking up promotion;	●	●	●	Department of Education Managing Bodies Education Boards
71. all teachers are entitled to regular inservice training, study, and refresher leave;	●	●	●	Department of Education Managing Bodies Education Boards Teacher Organisations
72. resources for inservice training are provided to help teachers extend their understanding and use of assessment processes and the evaluation cycle;	●			Department of Education Education Boards Managing Bodies
73. all teachers, advisers, inspectors, and support personnel are trained to recognise the signs of physical, sexual, and emotional abuse of students and to know the available resources;	●			Department of Education Education Boards Managing Bodies Teachers' Colleges School Staff Teacher Organisations
74. all teachers, advisers, inspectors, and support personnel are trained to recognise the reality of sexual harassment for many students and colleagues, its effects particularly on girls and women, and to devise appropriate ways of dealing with it.	●			Department of Education Education Boards Managing Bodies Teachers' Colleges School Staff Teacher Organisations
Staffing Entitlements				
The Committee recommends that:				
75. staffing in schools is increased to meet the demand of the national common curriculum and the demand for flexible groupings of students to allow for continuous evaluation procedures; and to enable teachers to participate in the work of the curriculum planning group, to meet with parents, to link with early childcare education institutions, and to provide for continuous professional development of teachers;	●	●	●	Teacher Organisations Controlling Authorities Department of Education Government
76. increased time allowances are provided for senior teachers and those in positions of responsibility to increase the effectiveness of their assistance to teachers;	●	●		Teacher Organisations Department of Education Managing Bodies Education Boards
77. in order to provide support to each school in its curriculum planning and implementation, the numbers of district officers of the Department of Education are increased and training provided;	●			Government Department of Education Education Boards Teacher Organisations
78. a range of strategies is investigated and adopted for implementing and supporting the inservice training and staff development within schools which the curriculum review makes necessary;	●	●		Department of Education Managing Bodies Education Boards Teacher Organisations
79. there be a study of the extent to which the needs of schools are able to be met by the present support services for children and teachers;	●			Department of Education Teacher Organisations Managing Bodies Education Boards
80. consideration is given to the employment of an executive officer in each school or group of schools which do not have such a staff member, to undertake financial and administrative tasks;	●	●		Managing Bodies Education Boards Teacher Organisations Department of Education
81. the conditions of service of teachers, advisers, support staff, and departmental and board staff are investigated in the light of the flexibility needed to implement the proposed curriculum design.	●	●	●	Teacher Organisations Managing Bodies Education Boards Department of Education
Accountability				
The Committee recommends that:				
82. ways and means are developed to monitor with schools, positively and fairly, the quality of teaching;	●	●	●	Department of Education Teacher Organisations Managing Bodies Education Boards

	Immediate (1–2 Years)	Medium Term (Up to 5 Years)	Long Term (Up to 10 Years)	Initial Action by
more information is provided for parents and teachers about the procedures for dealing with teachers causing concern, and ways found to make it less intimidating to complain.	●	●	●	Managing Bodies Education Boards Teacher Organisations Department of Education
;ources				
) Committee recommends that:				
guidelines are provided for curriculum planning groups;	●	●	●	Department of Education
resources are made available to publicise the proposed changes in the curriculum, and to provide workshops for key groups involved;	●			Department of Education
a phased programme is drawn up for consideration by the Government, for increasing the provision of specialist facilities in schools;	●			Department of Education
material is prepared for use by parents and teachers on ways to share information and to improve communication skills;	●	●		Department of Education
information about the place and methods of assessment in the cycle of learning, evaluating, and teaching is provided for parents, for teachers, and for students;	●			Department of Education School Staff
additional resources are provided to ensure that children moving from kohanga reo to schools are able to continue their Maori language development;	●	●		Department of Education
esources are developed to assist the maintenance of Pacific sland languages throughout the school system;	●	●		Department of Education
eachers in schools at all levels make sure that the sports played by girls and boys get equal allocations of resources — ime, space, equipment, privilege, and prestige — and that no one sport is singled out for favoured treatment;	●	●	●	School Staff Managing Bodies Education Boards
eachers in schools at all levels continue to monitor materials hey use when teaching to see that they reflect the roles of vomen and men in family and working life;	●	●	●	School Staff
esources, including personnel with specific responsibility, are provided to assist teachers to eliminate racism and sexism;	●	●	●	Department of Education Teachers' Colleges Teacher Organisations
he effects of geographical isolation are balanced by the provision of programmes such as the Rural Education ctivities Programme, and that there is more financial support or parents of Correspondence School students and greater vailability of distance education;	●	●	●	Department of Education Government
ays are found to make better use of school buildings and rounds to meet the changing needs of learners and of the ommunity;	●	●	●	Managing Bodies School Staff Community Department of Education Education Boards
hildren are provided with skills to protect themselves from hysical and sexual abuse;	●	●		School Staff Managing Bodies Curriculum Planning Group
nformation about the school system is made available to the ommunity through regular television programmes;	●			Department of Education Television New Zealand
ie responses to this review are studied to provide information or the development of national curriculum guidelines;	●			Department of Education
ie detailed information provided to the Committee in sponses to this review is further used by working parties and searchers.	●	●		Various

The National Common Curriculum: Principles

The Committee identified fifteen principles as basic to the curriculum of every school in New Zealand:

1. **The curriculum shall be *common* to all schools.**

   It will maintain consistency between schools but permit flexibility and diversity.

   It will protect students from the disadvantage of cutting themselves off too early from vital areas of learning, or failing to discover talents and abilities through lack of exposure to learning that can reveal them.

2. **The curriculum shall be designed so that it is *accessible* to every student.**

   The curriculum will be equally accessible to all students regardless of race and colour, cultural background, social background, gender, religious beliefs, age, physical and intellectual characteristics, or geographic location. Some students will require special provisions to enable them to take up learning opportunities.

3. **The curriculum shall be *non-racist*.**

   The curriculum will honour the promises of the Treaty of Waitangi to the Maori people on Maori language and culture. It will recognise and respond to the aspirations of all people belonging to the different cultures which make up New Zealand society.

4. **The curriculum shall be *non-sexist*.**

   Learning shall not be limited by gender. It should encompass and take realistic account of women's experience, culture, and attitudes as well as those of men.

5. **The curriculum shall be designed so that all students enjoy significant *success*.**

   Students will be extended, and challenged to strive for their personal best performance; however, no students will be set learning tasks they cannot be expected to accomplish.

6. **The curriculum shall reflect the fact that education is a *continuous and lifelong process*.**

   Learning must build on what has already been learned, and prepare for the learning that is to come. Learning how to learn is an essential outcome of school programmes.

7. **The curriculum shall be *whole*.**

   Connections and relationships between the aspects of learning must be clear to students. Teaching and learning should not be fragmented by artificial divisions of school organisation, time-tabling, or subject boundaries.

8. **The curriculum shall be *balanced*.**

Learning must be broad and general rather than narrowly vocational. There must be balance in the value given to knowledge, skills, attitudes, and values; and in the status given to particular areas of knowledge.

9. **The curriculum for every student shall be of the *highest quality*.**

So that every student can develop fully as an individual and as a member of the community, all schools must strive constantly to provide teaching, programmes, and materials of the highest quality.

10. **The curriculum shall be *planned*.**

The planning must ensure that all aspects of the school's curriculum, including organisation and everyday practices, are consistent with the aims each school will develop. The evaluation of learning must be an integral part of curriculum planning.

11. **The curriculum shall be *co-operatively designed*.**

Decisions about the curriculum will be shared by people representative of the many groups who make up each school and its community, including students, parents, whanau, and teachers. Provision shall be made for people affected by decisions to participate in making these decisions.

12. **The curriculum shall be *responsive*.**

Each school must continually review its curriculum to make sure it is responding to the needs of communities and cultures, to the needs of New Zealand society, to new understandings of how people learn, and to the changing needs of individual learners.

13. **The curriculum shall be *inclusive*.**

All students should feel part of an education system which has been designed with their active involvement — it should be learner-friendly. The curriculum will take account of the needs and experiences of all students, including their background knowledge and existing ideas, and the diverse character of the community.

14. **The curriculum shall be *enabling*.**

Students will be empowered to take increasing responsibility for their own learning; and be involved with the teacher in setting their own goals, organising their own studies and activities, and evaluating their own learning and achievements.

15. **The curriculum shall provide learning that is *enjoyable* for all students.**

Effective learning is satisfying. It can be challenging and disturbing. It can also excite and stimulate. It can be fun.

SA/604/100/7/72 JLM OUT OF THE CLASSROOM

Scale for Rating Behavioural Characteristics of Superior Students

Joseph S. Renzulli/Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____ Years Months

Teacher or person completing this form _____

How long have you known this child? _____ Months

Directions: These scales are designed to obtain teacher estimates of student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviours, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring: Separate scores for each of the three dimensions may be obtained as follows:

* Add the total number of X's in each column to obtain the "Column Total".
* Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total".
* Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
* Enter the Scores below.

Learning Characteristics..... _____

Motivational Characteristics ..... _____

Creativity Characteristics..... _____

Leadership Characteristics..... _____

Editor's Note: The procedures used in constructing and validating this instrument are discussed in an article which appears on page 211 of this issue of Exceptional Children. Readers who are interested in using this rating scale are hereby given permission to reproduce pages 243 to 248 in a limited number (100 or less) if the reprints are not to be sold for profit.

Part I: Learning Characteristics

	1*	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behaviour characterized by "richness" of expression, elaboration, and fluency. (National Education Association, 1960; Terman & Oden, 1947; Witty, 1955.)	☐	☐	☐	☐
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). (Ward, 1961; Terman, 1925; Witty, 1958).	☐	☐	☐	☐
3. Has quick mastery and recall of factual information. (Goodhart & Schmidt, 1940; Terman & Oden, 1947; National Education Association, 1960).	☐	☐	☐	☐
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick". (Carroll, 1940; Witty, 1958; Goodhart & Schmidt, 1940).	☐	☐	☐	☐
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. (Bristow, 1951; Carroll, 1940; Ward, 1961)	☐	☐	☐	☐
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. (Witty, 1958; Carroll, 1940; National Education Association, 1960)	☐	☐	☐	☐
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopaedias, and atlases. (Hollingworth, 1942; Witty, 1958; Terman & Oden, 1947)	☐	☐	☐	☐
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. (Freehill, 1961; Ward, 1962; Strang, 1958)	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	1	2	3	4
Weighted Column Total	☐	☐	☐	☐
Total	☐			

*1 -Seldom or never
2 -Occasionally
3 -Considerably
4 -Almost always

Part II: Motivational Characteristics

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) (Freehill, 1961; Brandwein, 1955; Strang, 1958)	☐	☐	☐	☐
2. Is easily bored with routine tasks. (Ward, 1962; Terman & Oden, 1947; Ward, 1961)	☐	☐	☐	☐
3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Ward, 1961; Villars, 1957)	☐	☐	☐	☐
4. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products. (Strang, 1958; Freehill, 1961; Carroll, 1940)	☐	☐	☐	☐
5. Prefers to work independently; requires little direction from teachers. (Torrance, 1965; Gowan & Demos, 1964; Mokovic, 1953)	☐	☐	☐	☐
6. Is interested in many "adult" problems such as religion, politics, sex, race - more than usual for age level. (Witty, 1955; Ward, 1961; Chaffee, 1963)	☐	☐	☐	☐
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. (Buhler & Guirl, 1963; Gowan & Demos, 1964; Ward, 1961)	☐	☐	☐	☐
8. Likes to organize and bring structure to things, people, and situations. (Ward, 1961; Gowan & Demos, 1964; Buhler & Guirl, 1963)	☐	☐	☐	☐
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgement on events, people, and things. (Getzels & Jackson, 1962; Buhler & Guirl, 1963; Carroll, 1940)	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	1	2	3	4
Total	☐			

Part III: Creativity Characteristics

	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything. (National Education Association, 1960; Goodhart & Schmidt, 1940; Torrance, 1962)	☐	☐	☐	☐
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses. (Carroll, 1940; Hollingworth, 1942; National Education Association, 1960)	☐	☐	☐	☐
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious. (Torrance, 1965; Gowan & Demos, 1964; Getzels & Jackson, 1962)	☐	☐	☐	☐
4. Is a high risk taker; is adventurous and speculative. (Getzels & Jackson, 1962; Villars, 1957; Torrance, 1965)	☐	☐	☐	☐
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."); manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems. (Rogers, 1959; Gowan & Demos, 1964; Getzels & Jackson, 1962)	☐	☐	☐	☐
6. Displays a keen sense of humour and sees humour in situations that may not appear to be humourous to others. (Torrance, 1962; Gowan & Demos, 1964; Getzels & Jackson, 1962)	☐	☐	☐	☐
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys), greater than usual amount of independence for girls); shows emotional sensitivity. (Torrance, 1962; Rothney & Coopman, 1958; Gowan & Demos, 1964)	☐	☐	☐	☐
8. Is sensitive to beauty; attends to aesthetic characteristics of things. (Wilson, 1965; Witty, 1958; Villars, 1957)	☐	☐	☐	☐
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different. (Carroll, 1940; Buhler & Guirl, 1963; Getzels & Jackson, 1962)	☐	☐	☐	☐
10. Criticises constructively; is unwilling to accept authoritarian pronouncements without critical examination. (Ward, 1962; Martinson, 1963; Torrance, 1962)	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	1	2	3	4
Total	☐			

Part IV: Leadership Characteristics

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. (Baldwin, 1932; Bellingrath, 1930; Burks, 1938)	☐	☐	☐	☐
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. (Drake, 1944; Cowley, 1931; Bellingrath, 1930)	☐	☐	☐	☐
3. Seems to be well liked by his classmates. (Bellingrath, 1930; Garrison, 1935; Zeleny, 1939)	☐	☐	☐	☐
4. Is co-operative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. (Dunkerly, 1940; Newcomb, 1943; Fauquier & Gilchrist, 1942)	☐	☐	☐	☐
5. Can express himself well; has good verbal facility and is usually well understood. (Simpson, 1938; Terman, 1904; Burks, 1938)	☐	☐	☐	☐
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. (Eichler, 1934; Flemming, 1935; Caldwell, 1926)	☐	☐	☐	☐
7. Seems to enjoy being around other people; is sociable and prefers not to be alone. (Drake, 1944; Goodenough, 1930; Bonney, 1943)	☐	☐	☐	☐
8. Tends to dominate others when they are around; generally directs the activity in which he is involved. (Richardson & Hanawalt, 1943; Hunter & Jordan, 1939; Bowden, 1926)	☐	☐	☐	☐
9. Participates in most social activites connected with the school; can be counted on to be there if anyone is. (Zeleny, 1939; Link, 1944; Courtenay, 1938)	☐	☐	☐	☐
10. Excels in athletic activities; is well co-ordinated and enjoys all sorts of athletic games. (Flemming, 1935; Partridge, 1934; Spaulding, 1934)	☐	☐	☐	☐
Column Total.	☐	☐	☐	☐
Weight	1	2	3	4
Weighted Column Total	☐	☐	☐	☐
Total	☐			

SURVEY OF WEST COAST SCHOOLS

Teacher Interview Schedule
(To be taped) and transcribed

NAME(S) of TEACHER(S)_____ SCHOOL_____

_____

_____

LENGTH OF SERVICE 1) Total _____

2) This school/district_____

1 First I'd like us to talk about you, as a teacher, your teaching style. How would you describe yourself as a teacher? Authoritarian? Strict? Permissive? Relaxed? Friendly? Fair? In control? Anxious? Tense?

What influences have shaped your teaching career? The way you teach? What do you remember, from Teachers' College? Has there been a particular person who has had an influence on you?

Have you read anything that you particularly remember?

What about In-service courses?

Do you feel happy in teaching right now? What do you like most about teaching? What frustrates you? Do you feel you want to continue in teaching?

2 When you plan for a new class/pupil each year, what routine, if any, do you go through? What is important to you? What techniques do you have?

3 How do you get to know your children at the beginning of each year (new child during year). What techniques/information do you use?

4 Do you keep individual records or anecdotal data on the children? What system do you use?

5 What modes of instruction do you use ? Whole class? Group? Individual? Peer tutoring? Buddy? Parent/Teacher Aide instruction?

When do you use each?

6 How do you cope with a non-compliant child? An unmotivated child? Have you ever taught a child you really didn't like? What kind of child do you most like to teach?

7 Does your school join with other schools for any activities? What are they?

8 Do you have regular speakers/resource people coming into the school? Who? Do you combine with other classes for any activities?

9 What kind of support do you get from others in the school? Do you have opportunities for regular exchanges of resources/information? In this school? From other schools?

10 How much contact do you have with parents? At certain times? What issues are discussed? Do parents assist in your class? School? Are they involved in planning programmes? What do you see as the ideal relationship between school and home?

10 You nominated X as a CWSA. Could we look at why you perceive him/her this way? What alerted you? Do you have samples of work to illustrate? Would you describe X as a well adjusted child? What are his/her strengths? Weaknesses?

What do you find most rewarding about X? Most frustrating?

Have you discussed your view of X with her/his parents? What was their reaction? Does either parent have gifts or talents out of the ordinary? What kinds of things happen within the family that you feel are helpful to X? Not helpful?

To what extent have you asked Mr and Mrs X to be involved at school? Have they done so?

What do you think other Teacher's think about this child?

Go back to responses on Quest for clarification.